

New boom in polytechnic applications
SSRC Inquiry launched into Warwick bias allegation
Vice chancellors face tough talks on pay
TUC warns of continuing education collapse

Social scientists cheered by favourable NRC report
Congress channels research money to small businesses
Older students will beat demographic slump
Freedom of Information in Quebec's colleges

Apartheid issue may break up International professors' union
Schleswig-Holstein limits teacher training places
Bleak outlook for Irish engineers

David Jobbins and John O'Leary describe two new approaches to manpower planning, 8
Ngalo Crequer reports on Kent's increasing involvement in European studies, 9
Geoffrey Best examines the laws of war, 11
Paul Fordham discusses how universities can do more for adult learning, 12

Brian Morton reviews the Royal College of Art's degree show

Stephen Mennell reviews the first English translation of volume two of Norbert Elias' 'The Civilizing Process', 14
Richard Taylor reviews a new study of Thomas Hardy (15), Peter Clarke discusses the achievement of G. P. Gooch (16), and Robert Wodder reviews two new books on Darwin (17)

A new Robbins for FE? Geoffrey Holland, Ivor Richard, Clare Short, and George Tooley look at education and training for employment in the 1980s

Tessa Blackstone reflects on school examinations; Peter Koch of the APT looks at early retirement in 'Union View'; and Don's Diary from Martin Wakelin of Royal Holloway College, 30
Letters on West German universities, the Morrison report, ancient history and black English, 31

Next Week

Leverhulme seminar on resources
Wolfgang Held on German romantics
Gareth Stedman Jones on the Chartists
Social history and the SSRC



HIGHER EDUCATION SUPPLEMENT
200 Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234

Tilt towards part-time

Britain has a truly melancholy record of opportunities for part-time degree-level study - as the report written by Mr Malcolm Tight and commissioned, among others by the Advisory Council for Adult and Continuing Education, Birkbeck, and Goldsmiths' colleges demonstrated earlier this year. Fewer than two per cent of students on degree courses are studying part-time and too large a chunk of that meagre total is studying at Birkbeck, one of the principal petitioners in this cause. In the polytechnics and colleges only 10 per cent of CNAA first degree students are studying part time. Only the presence of almost 70,000 students at the Open University - created by an act of parliament - will 'rather than from within higher education it should always be remembered - saves us from international ignominy. With this fortuitous addition the proportion of part-time undergraduates is pushed up to 19 per cent of the total, still far below the United States' 32 per cent and Canada's 36 per cent.

Even this low place in the international league table is too fair to Britain. Of the 85,000 part-time undergraduates fewer than 16,000 are what might be regarded as traditional part-time students who enjoy frequent and regular face-to-face contact with their teachers. The great majority are 'distance' students on OU degrees. Of course there are many more part-time postgraduates. Twenty-seven per cent of students on taught postgraduate courses in universities are studying part time, while the equivalent figure for CNAA courses is almost 70 per cent. But it is wrong to exaggerate this apparent mitigation, because in most cases one has had to have been a full-time undergraduate to become a part-time postgraduate. Nor does it give a clear picture simply to count heads. Only a small fraction of the resources available directly to institutions and indirectly through student support is spent on part-time degree-level study. So by any fair measure Britain's commitment to part-time higher education remains paltry.

The reasons for this overwhelming bias towards full-time undergraduates are easy to discover. First, this bias has been consistently if not consciously encouraged by national policy. The establishment of a system of mandatory student grants more than 20 years ago, the more recent attrition of discretionary grants, the almost total absence of financial help for part-time students, the failure to provide those in employment with any statutory right to time off work for education, the increase in fees for part-time courses - all these add up to a formidable package of disincentives to study part time. We can hardly complain if students, and institutions, have got such an obvious message.

Similarly the formulae which govern the allocation of resources to individual institutions - whether through the University Grants Committee or the advanced further education pool, and in particular the way in which part-time students are converted into full-time 'equivalent' students, discourage universities and polytechnics from putting too much effort into part-time degrees. Instead of being offered a premium for such courses, which are necessarily more complex and time-consuming than full-time degrees, they must pay a penalty. Again we can hardly complain if institutions play the game by its present rules.

Secondly and just as important, the intellectual and pedagogical traditions of British higher education (universities certainly) are indifferent to or even suspicious of the claims of

part-time students. Degrees are often still regarded as intense and tightly interwoven programmes of learning. Part-time study, which inevitably is less intense and probably requires a more flexible and even discretionary arrangement, is therefore seen as at the best a second-best for those who cannot study full time for exceptional reasons or at the worst inappropriate for fully exalted degrees.

Perhaps the idea that research, which is necessarily intense and specialist, must be closely associated with teaching, which therefore must be intense and specialist too, has contributed to this implicit disdain of older ideas that total intellectual immersion had to be complemented by a similarly complete immersion in socio-academic community, the domesticity of the college, must have been a serious obstacle to its development. Part-time degrees have probably suffered for very similar reasons to those still-born general degrees the absence of which has been so frequently regretted by Lord Robbins.

There are, of course, those who are not dismayed by this bias towards full-time study. They point out that many students in other countries study part time not through choice but through necessity: they must work to pay their way through university or college. The British system

'We need more part-time higher education because many people can study part-time or not at all'

of student grants, therefore, is superior because it allows more students to study full time which is fairer in social terms and more efficient because it minimizes student drop-out. They are also not ashamed of the traditional academic arguments in favour of full-time study, arguing that a part-time degree can never be as effective an instrument as a full-time degree and warning of the danger of the proliferation of "cafeteria" courses.

However, such arguments although not to be dismissed without careful thought are heavily outweighed by the counter arguments in favour of a considerable extension of part-time higher education. Part-time students remain economically active; they are often also mature students and so able to bring greater experience to their learning; they are more highly motivated than some full-time students who may simply have drifted along with the tide; technological and occupational change will make initial higher education more quickly obsolete; so increasing the need for continuing education which in many cases has to be a part-time; demographic decline may lead to a "storage" of full-time students; part-time courses encourage a more radical reformation of both the content and structure of degrees; and perhaps most important of all, we need more part-time higher education because many people can study part-time or not at all.

If it is accepted that it is both desirable and inevitable that more of higher education's effort in future will be directed to part-time degrees, the future here is promising. The first is that more money will be made avail-

able so that any expansion of part-time opportunities can take place without compromising in any way the full-time core of higher education. This is incredible - because clearly less rather than more money is going to be made available, so the commitment of those who support this first scenario to a genuine shift to greater opportunity for part-timers must therefore be doubted - and also ineffective - because the argument is as much about the balance as the total of higher education's resources.

The second scenario is as ominous as the first is wishful. This is that there will grow up quite outside the gravity of our existing system of higher education an alternative system of part-time and continuing education, oppressively utilitarian and entrepreneurial. Existing institutions would either miss the boat completely, as school sixth forms are in danger of doing in the face of the dynamism of the Manpower Services Commission; or be reduced to servicing agencies, as many further education colleges have become for MSC programmes. Under such conditions there would be little room for the humane learning or critical inquiry so highly valued by the pioneer institutions of part-time degrees.

The third is very much the recipe for reform offered in Malcolm Tight's report - a Birkbeck in every conurbation, closest cooperation in other areas between the OU and the providers of "traditional" part-time higher education, lectures open to the general public, more pre-higher education courses like those offered at Hatfield Polytechnic and the City and East London College, very low tuition fees for part-time courses, academic credit for non-degree courses and so on. This is a package of evolutionary reforms that would try to build on the rather insecure bridgehead which part-time degrees have already won. The objections are, first, that it may be too slow (the recently announced PICKUP programme may be the first faint echoes of an MSC-type policy for higher education), and secondly, that such reforms however influential in symbolic sense would do little to change the underlying bias within the system.

In the end of a fourth scenario is likely to be the only effective one. This would be a radical policy that had as its sure aim the wholesale eradication of the habits and mechanisms of bias towards full-time study that permeate higher education. This would involve a total restructuring of our present systems of both institutional and student grants (no doubt accompanied by squeals of protest from entrenched interests) to try to produce a fair balance of incentives to study and to teach full time or part time. The calculation of FTEs would need to be skewed to compensate for the greater difficulty of offering part-time courses and to reflect the economic advantage and social good of improved part-time opportunities. Some system of grant entitlement, topped up by discretionary grants, loans, or adjustments to the social security system would be needed to extend mandatory grants for full-time degree courses. Each institution might have to be given a target for part-time students. Specific grants might be needed to encourage continuing education programmes.

Such a radical reform, if it would be far from easy to follow, yet compared to the alternative scenarios of more money (unrealistic), privatization (unattractive), and peripheral reform (ineffective), it does offer a positive way in which the oppressive bias towards full-time study in British higher education can at least be qualified.

Laurie Taylor



Oh Charles, Charles. Listen to this one. Oh dear, oh dear. This is one of the best this year. Now where is it? I've got a whole sheet of them. Just like you, yes, here it is. Here it is. Listen to this one. "Sigmund Freud was rather more interested in us than Jung". Ha-ha-ha.

Ha-ha-ha. Oh my word. Ha-ha-ha. You're right there Robert. That's a good one. Third paper

Yes. Third year. Theory paper. "Rather more interested in us than Herbert Marcuse". World you believe it? You can imagine asking him, can't you, "Eh, Mr Freud. But are you more interested in sex...?"

"Rather more interested." Ha-ha-ha.

Oh yes. "Are you" - ha-ha-ha - "rather more interested in us than Mr Jung?" Ha-ha-ha

Can you imagine what Freud might've said? Ha-ha-ha.

Ha-ha-ha. It would probably have given him another complex. Ha-ha-ha.

Ha-ha-ha.

But listen to this. Oh you love this one, Charles. This one'll kill you. Listen. "Noam Chomsky believed that language could be discovered in a person's genes".

Ho-ho-ho-ho.

Ho-ho-ho-ho.

I suppose it was - ho-ho-ho - I suppose it was lurking in the back pocket. Ho-ho-ho.

Ho-ho-ho-ho. But, you know, I can even cap that one. Listen to this "Descartes believed that the physical link between mind and body was in the penis gland." The "penile gland". Yes.

Hee-hee-hee. That takes the biscuit eh, Charles? Do you think it makes a difference if you've been circumcised?

Well I suppose it means a less body to go with your mind. Haagh-haagh-haagh.

But you know - haagh-haagh-haagh - I can't stop laughing - haagh-haagh-haagh - but you know, there is a serious side to it. I mean, when you come across people who can write things like that you just wonder...

What's that, Charles?

Well you just wonder, don't you, how on earth they can get by with such a pathetic sense of what really matters in the world.

Beats me, Charles. Beats me.

© TIMES NEWSPAPERS LIMITED, 1982. Printed by Times Newspapers, 200 Gray's Inn Road, London WC1X 8EZ. Distributed by Compton Magazines, 100 Brookwood Drive, West Nyack, New York 10994. Telephone 01-837 1234. ISSN 0950-0804.

The Times Higher Education Supplement

July 9, 1982 No 505 Price 45p

Polys, colleges may get power to give degrees

by Felicity Jones
The Council for National Academic Awards is considering a plan which would allow some polytechnics and colleges to award their own degrees. At Tuesday's council meeting six possible models for the future relationship between the CNAA and its institutions were discussed, ranging from the status quo to a loose form of accreditation. At present the CNAA is the only body apart from the universities with the power to award degrees. However, the draft report was rejected for further consideration. One complication is uncertainty about how the new National Advisory Body will go about its job of course approval. When the draft is finally approved, it will be published as part of a wide-ranging consultation exercise.

Hallsham says no to Chelsea

by Ngalo Crequer
In a decision which could create a precedent for all universities, Lord Hallsham, the Queen's Visitor, has ruled it would be wrong for him to override the judgment of Chelsea College's senate and council. He has rejected a submission by the Association of University Teachers that the University of London college was in breach of its charter and statutes when it resolved to close the departments of humanities and social and psychological studies, and a social work course. The "humanities" are named in the objects clause of the college. Lord Hallsham, as Lord Chancellor, acts as Visitor on behalf of the Queen. In his ruling not yet made public, he rejects the college's claim that he has no jurisdiction but says he has a duty to see the college is run in accordance with the founders' wishes. But the guardians of those wishes are best left with the college governing bodies. Providing these are operating constitutionally, and according to natural justice, it would be wrong to put his judgment above theirs, he says. Nor does he agree that the closure decisions are necessarily inconsistent with the charter's object clause. There is no presumption on the college always to ensure the existence of certain departments, he says. The decision will come as a relief to colleges which were worried by staff combing statutes to find ways of stopping proposed cuts. Dr John Wrigglesworth, of the Chelsea AUT said, "We are naturally disappointed, especially for the members of the two departments whose future looks bleak."

Mistake could mean free health care for all

A typing error by the Government could mean overseas students who study higher education courses in the UK this academic year may escape paying the proposed hospital charges. The mistake occurred in a letter to the Committee of Vice-Chancellors and Principals from Mr Kenneth Clarke, minister of health, which stated that the new regulations on NHS charges for overseas students would come into force on October 1, 1982. The committee notified the university immediately, pointing out that the date was the date of implementation. The British Student Health Association was informed all student health care of the information contained in the letter.

The later date would mean that all students from overseas countries starting at universities and polytechnics next term would just avoid paying health fees. And since the charges are to be levied only on first year students, they would have avoided charges throughout their courses. Certain groups had been pushing for a later introduction date and thought they had convinced the Government when the CVCP received the letter. Lord Avebury, the Liberal peer, has written to the health minister insisting that the Government should honour its word, saying it has a moral obligation to stand by the letter, especially as many universities had already acted upon it. But the health minister insists

Cuts will keep out good students

by David Jobbins
The local authority view is that a significant number of qualified candidates would not be awarded places. Colleges would find it difficult to resist the pressure of unsatisfied student demand despite financial constraints the officials warned. Instead intakes should be maintained at 1981 levels. They suggest that student-staff ratios could be increased, from 7.3:1 in 1980-81 to 10.6:1 by 1985-86 to avoid compulsory redundancies although they admit such a course would mean that cash limits would be exceeded - by more than £50m in 1983-84. Ministers had wanted to lose 3,900 jobs over the year 1981-82 to 1982-83, but the local authorities say this would mean maximum use of natural wastage, premature retirement, redeployment and compulsory redundancy for 2,000 lecturers under 50. A more realistic assumption, they say, is that only 1,400 jobs would be lost over the year - the maximum

attainable without compulsory redundancies. They suggested the programme should be put back a year requiring between 1,500 and 2,000 redundancies by September 1983. But they warn that the 12 per cent cut in the number of lecturers and a squeeze on non-teaching costs because of extra redundancy compensation would have a serious effect. Civil servants believe that the local authorities' softer option means the rate of contraction in polytechnics and colleges will fall short of the planned rate for the whole of higher education and would require spending above existing plans. In addition to the extra costs of paying salaries to lecturers who would otherwise have been sacked, much more would have to be spent on student grants - £28m more in 1983-84 rising to £50m more in 1985-86. The local authorities assume pay will rise by 6 per cent next year, 5 per cent in 1984 and 4 per cent the following year.



The Queen Mother unveils a portrait of herself at the University of London, watched by the artist, Michael Noakes, and the vice chancellor, Professor Randolph Quirk. The Queen Mother has had a long and distinguished association with the university which she served as chancellor until 18 months before her death. A bank was held to determine her successor and the winner was her granddaughter, Princess Anne. She is pictured in her chancellor's robes. The artist is well known for his pictures of members of the Royal Family. The portrait will hang in Senate House, by the Chancellor's Hall.

Open Tech could start by Easter

by Karen Gold
An Open Tech blueprint for the south of England to start distance learning courses by next Easter has been presented to the Manpower Services Commission by a consortium of colleges and industrial firms. Fourteen companies, including Marconi Avionics, Lucas, Beechams, and Bowaters Ltd, and 14 colleges, including the instigator Brighton Polytechnic, make up the consortium. Their proposals for a national network of Open Tech courses to be named Southtek. The consortium has already negotiated with the MSC, with which negotiations have taken place since September, say that Southtek will come into existence in some form next year in Kent and East and West Sussex. If the MSC approves the plan then around 20 students could start on the four initial course units - industrial measurement and instrumentation, microelectronics and microprocessor application - in April. Development costs would increase in the financial year 1983/4 as more of the units, possibly rising to 30 and with over 12,000 students are begun. The choice of them, according to Dr Will Bridge, coordinator of the Brighton Development Unit at Brighton Polytechnic, will depend on the local companies who are part of the consortium on a 50-50 basis. Although Southtek will run some Technician Education Council approved units, these will be mainly for students who have failed sections of them in the past. The blueprint suggests that a panel with representatives possibly from the TEC, the Open University, the National Extension College, and others would monitor standards and ensure they were consistent with other regional sections of the Open Tech. Southtek has already offered to share its units with other sections, and has been approached by the south London polytechnics. Prior is the main medium it envisages using, though video material may also be used. But although it plans few television programmes on the lines of the OU, it has already had an enthusiastic response from local radio stations.

Advertisement for Gareth Stedman Jones on radicalism, 15; Tim Healy on core curricula, 26; Leverhulme seminar on resources, 9-12; Wolfgang Held on Romantics, 13.

Strathclyde begins £2.5m building work

Work has begun at Strathclyde University on a £2.5m building project to provide accommodation for 400 students.

Empty new chair

Oxford University has created a new chair in mechanical engineering after discussions dating back to 1966, but the post will have to be frozen and the chair remain empty until economic restrictions are eased.

Reprieve

Dismissal notices for more than 500 Manchester college lecturers who have refused to accept greater class hours have been suspended by the city education authority pending talks designed to find alternative ways of making a £400,000 saving.

Space slot

A combined Reading University and National Environment Research Council mapping team is the first non-American group to be selected by the United States National Aeronautics and Space Administration to use the satellite Landsat-D.

Colour system

Ray Davis, a systems analyst student at Bristol University, has designed a computer programme to help teach severely mentally and physically handicapped children to recognize shape and colour.

Shadow posts

Mr Geoffrey Robinson, MP for Coventry North-West, has been appointed Labour's new spokesman on science, replacing Mr. Tam Dalyell, dismissed by Mr. Michael Foot for defying the party line on the Falklands crisis.

MS register

The Arts Council has given £15,000 toward establishing a Location Register of twelfth century English literary manuscripts and letters at Reading University library.

Staying on

Councillor Nicky Harrison, a member of Haringey Borough Council, has been re-elected to chair the education committee of the Association of Metropolitan Authorities.

Open day

North-East London Polytechnic's faculty of human sciences is holding an open day on July 21 to make local people aware of the range of courses available, and in particular to attract mature students to take up higher education opportunities.

Spanish luck

Spain is to become the thirteenth member state of the Geneva-based European Laboratory for Particle Physics (CERN).

Ulster merger talks look more hopeful

Signs of progress in the discussions over the proposed merger of the New University of Ulster and Ulster Polytechnic emerged this week after ministerial assurances that no redundancies would be involved.



Empty new chair

Oxford University has created a new chair in mechanical engineering after discussions dating back to 1966, but the post will have to be frozen and the chair remain empty until economic restrictions are eased.

Reprieve

Dismissal notices for more than 500 Manchester college lecturers who have refused to accept greater class hours have been suspended by the city education authority pending talks designed to find alternative ways of making a £400,000 saving.

Space slot

A combined Reading University and National Environment Research Council mapping team is the first non-American group to be selected by the United States National Aeronautics and Space Administration to use the satellite Landsat-D.

Colour system

Ray Davis, a systems analyst student at Bristol University, has designed a computer programme to help teach severely mentally and physically handicapped children to recognize shape and colour.

Shadow posts

Mr Geoffrey Robinson, MP for Coventry North-West, has been appointed Labour's new spokesman on science, replacing Mr. Tam Dalyell, dismissed by Mr. Michael Foot for defying the party line on the Falklands crisis.

MS register

The Arts Council has given £15,000 toward establishing a Location Register of twelfth century English literary manuscripts and letters at Reading University library.

New leader fights on

The new president of the National Union of Students has opened his first office with a searing attack on the minister with responsibility for higher education.

Claims rush on UGC's £20m fund

The University Grants Committee has asked its sub-committees to grade proposals for claims on the £20m restructuring money on a scale of one to five.

Policy endangers inservice training

The Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education is debating a report which shows that most colleges face serious cutbacks in inservice provision as a result of the system introduced in the AFB pool for 1982.

Polys may get degree power

College and council panels with the CNAAP are keeping its powers to approve courses.

Four-term youth training plan for colleges

Further education colleges may be asked to stay open all year round to run the Youth Training Scheme.

Liverpool merger set for 1983

The long awaited merger of I. M. Marsh and F. L. Calder Colleges with Liverpool Polytechnic has been given the virtual go-ahead by the Department of Education and Science.

Travel

Stratford Narrowboat Holidays with 'Fair Weather' holiday boats from Stratford down the Avon & Severn.

Ban on South Africa angers employers

Employers are being encouraged to boycott Sheffield University during its annual recruitment drive, because the university has forbidden recruitment for jobs in South Africa.

Claims rush on UGC's £20m fund

The University Grants Committee has asked its sub-committees to grade proposals for claims on the £20m restructuring money on a scale of one to five.

Policy endangers inservice training

The Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education is debating a report which shows that most colleges face serious cutbacks in inservice provision as a result of the system introduced in the AFB pool for 1982.

Polys may get degree power

College and council panels with the CNAAP are keeping its powers to approve courses.

Four-term youth training plan for colleges

Further education colleges may be asked to stay open all year round to run the Youth Training Scheme.

Liverpool merger set for 1983

The long awaited merger of I. M. Marsh and F. L. Calder Colleges with Liverpool Polytechnic has been given the virtual go-ahead by the Department of Education and Science.

Travel

Stratford Narrowboat Holidays with 'Fair Weather' holiday boats from Stratford down the Avon & Severn.

Murray steps in on pay row

VICE CHANCELLORS STAND UP FOR YOUR STAFF!



An AUT protester takes her stand at Senate House, London

AUT calls on TUC for help

TUC general secretary Mr Len Murray is to intervene in a new attempt to break the deadlock over university workers' pay.

The TUC's public services committee this week recognized the parallels with the National Health Service dispute and agreed that only a relaxation of the 4 per cent cash limit on pay increases would end the crisis.

Mr John Akker, deputy general secretary of the Association of University Teachers, argued successfully that Mr Murray should approach both the vice chancellors and the University Grants Committee on behalf of all university staff.

AUT leaders are convinced that the UGC has cash in reserve for other purposes which could - they argue - be diverted to boost pay offers to levels comparable with settlements elsewhere in the public sector.

Claims rush on UGC's £20m fund

The University Grants Committee has asked its sub-committees to grade proposals for claims on the £20m restructuring money on a scale of one to five.

Policy endangers inservice training

The Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education is debating a report which shows that most colleges face serious cutbacks in inservice provision as a result of the system introduced in the AFB pool for 1982.

Polys may get degree power

College and council panels with the CNAAP are keeping its powers to approve courses.

Four-term youth training plan for colleges

Further education colleges may be asked to stay open all year round to run the Youth Training Scheme.

Liverpool merger set for 1983

The long awaited merger of I. M. Marsh and F. L. Calder Colleges with Liverpool Polytechnic has been given the virtual go-ahead by the Department of Education and Science.

Travel

Stratford Narrowboat Holidays with 'Fair Weather' holiday boats from Stratford down the Avon & Severn.

# Civil engineering research to get big cash boost

by Karen Gold

The civil engineering budget of the Science and Engineering Research Council is expected to quadruple this year, a change of direction which will radically alter this field of research.

The introduction of a five-point civil engineering programme may mean some projects currently funded in the SERC's present £1.2m budget may be discontinued.

Programme director Mr Michael Bowthorpe said that the new initiative, which is funded from the SERC's grant, was to fill the sizeable gap in civil engineering research.

"This is much more than a special programme," he said. "This is a whole new area. We are redirecting all our existing civil engineering work and bringing in new work."

The five areas where research will be concentrated are pollution and public health engineering; repair, maintenance and operation, innovation in construction processes; problems related to civil engineering overseas, and the monitoring of projects after they are completed, in order to build up a bank of information on how actual performance relates to laboratory design.

Outlines of the areas and the whole programme are being distributed to the academic institutions, the industry and companies, with 40,000 going out altogether. Applications for research in other civil engineering fields will still be considered by the SERC, according to Mr Bowthorpe, but they were likely to receive a lower priority.

Financial backing from industry is welcome but not necessary to the programme, he added; industrial collaboration in the research will, however, be essential.

A series of seminars to discuss possible research within the areas is to be organized by the SERC, inviting industrialists and academics and taking place in various regions.

The programme has in a sense already started since some projects within the defined areas have absorbed part of the current budget. The seminar process is expected to take a year, and the programme itself to be reviewed within three to five years, but with a commitment quite possibly longer than that.

# Fight is on to save theatre museum

by Patricia Santinelli

Attempts to persuade the Government to go ahead with a project for a theatre museum in Covent Garden are to be made in the next few weeks.

The theatre museum is currently housed in what are described as a few, overfilled, cubboards: the Victoria and Albert Museum. It has been due to move to Covent Garden since 1975 where it would become a centre for theatre scholarship.

Its future came under threat last month when the Rayner report on departmental museums said urgent consideration should be given to abandoning the project which it described as a "delightful luxury".

The report stressed that the capital cost of the project at £4.3m was far too large, particularly in relation to other museum expenditure, and it was not a priority. If it should proceed at all, a sufficient charge be made for admission to render it self-financing.

Mr Paul Channon, the Minister for the Arts is to make a decision in August after considering both the report and objections. Already the Arts Council has voiced strong objections to abandoning the plan, and over hundred letters from academic and institutions, as well as other museums which use the theatre have been sent to the Minister. A debate on its future was taking place in the House of Lords yesterday.

Mr Alex Schouvaloff, director of the theatre museum whose employment contract in 1974 stated that he would head a centre in Covent Garden says that to abandon the project would be disastrous.

He points out that a number of bequests to the museum were made on the basis that it would move to a new site with proper research and exhibiting facilities. Not moving would put future bequests as well as existing ones under a question mark.

The theatre museum at the moment holds the complete archives of the English theatre including posters, engravings, designs, props, costumes, sculptures as well as parts of old theatre buildings. In addition it has a large collection on Diaghilev and the Ballet Russe, on the Italian renaissance, puppets worldwide, and the history of circuses. Recently it also started a rock and pop collection.

"At the moment we are just a store, but we try to accommodate academics and students undertaking research. Unfortunately because of our difficult circumstances access to the collections is only on an appointment basis. Last year we had around 650 people seeking such facilities," Mr Schouvaloff said.

In addition, the museum deals daily with substantial correspondence requesting information and it provides information and pictures for about one book a week as well as information and material for theatre companies, and television and radio programmes.

Mr Schouvaloff says it would be quite possible to charge admission fees and this would help but he argues that the Government has an obligation to maintain the theatre museum's research collection. The idea of self-support taken to this extreme would mean the British Library would have to be self-sufficient, he added.

# Lecturers win compensation appeal

Kent County Council is considering an appeal against an industrial tribunal decision that 17 lecturers given short-term contracts when their teacher education college changed roles are entitled to compensation under the Crombie code.

The 17 were lecturers at Nonington College near Dover, which ended initial teacher education at the direction of the Secretary of State for Education.

They were offered three-year contracts expiring at the end of August 1984 while the viability of the college, primarily for in-service teacher training, was tested.

The authority said that because reasonably comparable offers of employment had been made to the lec-

turers and accepted, they were not entitled to resettlement compensation under the Crombie code governing the staff of colleges closed at the direction of the Secretary of State.

But the tribunal decided unanimously in favour of the lecturers. "Not only were these teachers in higher education being told that they were losing the relative security of tenure which they had in practice under indefinite contracts and which were being replaced by three-year fixed-term contracts with no guarantee of continuation, but also it was made clear that this change meant that the authority would deny them resettlement compensation if they were unfortunate to lose their jobs at

# Lords debate Rothschild report

by Paul Flather

Lord Beloff, whose criticisms of bias at the Industrial Relations Unit at Warwick University have sparked off inquiry, extended his concern about social science research to include race relations, education, and data collection, in the House of Lords last week.

In a debate he initiated grave doubts about the Social Science Research Council and social science research were voiced and just as strongly contested.

Lord Beloff's question about what the Government proposed in response to Lord Rothschild's recent report on the SSRC were parried by the Government. Lord Sandys for the Government said no reply could be given before July 19, when the formal period of open discussion on the report set aside by Sir Keith Joseph, Secretary of State for Education comes to an end. He hinted that even so an early response could not be expected.

Lord Sandys singled out one recommendation - number 24 in which Lord Rothschild urged the SSRC to improve its communications in style, content and presentation - as having struck home.

Lord Beloff said industrial relations was a field where the whole difficulty of publicly sponsored research is most evident.

It was proper that a unit should explore industrial relations from the point of the trade union movement. "The question is whether it is appropriate for such research to be funded out of the public purse.

If the TUC wished to investigate the possibilities of greater trade union control of industry, why should they not fund the research themselves? he asked.

He said race relations was an even more contentious area of study, and another difficult field was education. Even fairly neutral areas of study such as the data archive at Essex University might be better supported

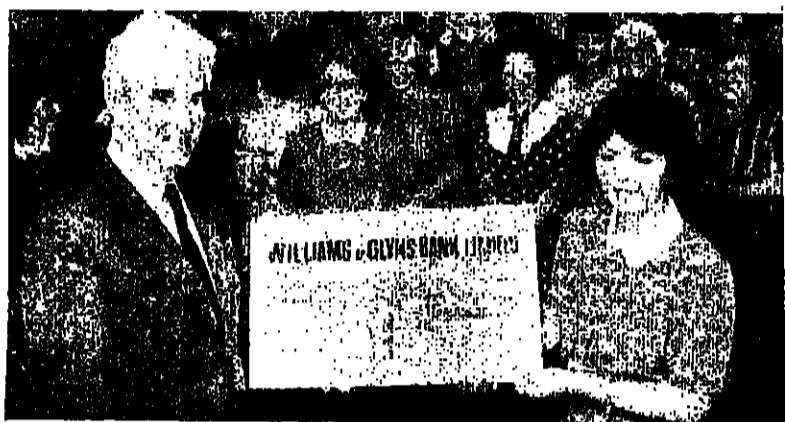
by groups such as political parties, who want the data.

Lord Robbins praised the report for its style, humour, and forceful exposition, before saying that the SSRC contrary to the report should hand over control of postgraduate awards to the Department of Education and Science.

Lord Vairsey, expressed grave doubts about much of the SSRC's work, and suggested its dissolution with grants given out by the UGC, awards by the DES, and residual business done by the Medical Research Council.

Lord Young of Dartington, a former SSRC chairman, said the Rothschild report had been a vindication of the SSRC and had gone towards giving the council a "clean bill of health", a view shared by Lord Annan, former vice-chancellor of London University.

Defending social scientists and sociologists Lord Annan said there can no value free social science.



A cheque for £100,000 to fund a research fellowship into leukaemia is presented to the vice-chancellor of the University of Liverpool, Emeritus Professor Robert Whelan by Miss Carol Shepherd who suffers from leukaemia.

She started an appeal fund while undergoing treatment from Professor Bellingham, head of the department of haematology at the university. At the time, research into leukaemia was limited by scarcity of resources.

# Child molesters warned off teacher training

by Olga Wojtas

The Scottish Education Department is urging colleges of education to warn students that they must disclose previous convictions.

Application forms for entry to colleges should state that teachers are not exempt from the 1974 Rehabilitation of Offenders Act, and that they may be dismissed from training or teaching for failing to comply, the SED says. It has sent similar letters to directors of education and the professional body, the General Teaching Council for Scotland.

Concern over this matter arose from a case three years ago when it was discovered that a teacher of Rothery Academy, convicted of sexual offences against children, had been convicted of a similar offence before entering teacher training.

Last year, the SED pressed unsuccessfully for intending teachers to be asked specifically whether they had any previous convictions. This was opposed by the GTC, which said students who had been convicted of an offence which made them unsuitable for teaching "would not answer the question truthfully".

# Part-time courses face uphill battle

In spite of official noises in favour of part-time degree education, there are powerful institutional disincentives hindering their development.

In a paper on part-time degree courses of the Council for National Academic Awards, Mr Tom Bourdier, a senior lecturer at Brighton Polytechnic's department of business studies, argues that the method of funding such courses is a deterrent.

The DES guidelines on the reckoning of staff-student ratios treat a student enrolled on an evening course as 0.1 of the full-time equivalent and a student on a part-time day and evening course as 0.35.

But these reckonings do not adequately reflect the resources which are actually absorbed by part-time courses, according to Mr Bourdier.

Although part-time and evening course students tend to use existing facilities, reduced classes are often offset by more concentrated teaching.

The administrative load also rises as a result of part-time courses and the dislike by some staff for evening teaching - all of which militates against the development of the courses, in spite of the general welcome given to model B in the DES discussion paper, Higher Education in the 1990s.

Part-time CNAAs courses have grown from 37 in 1971 to 228 in 1980, and total enrolments have risen from 1,451 to 13,115 - although the growth in enrolments virtually stopped in 1979.

Mr Bourdier says the disparity between the cost-benefit calculations in the provision of part-time degree courses at national level and at departmental level threatens to make the costs too high for polytechnics and so make part-time degree courses particularly vulnerable in the present economic climate.

A spokesman for the DES said the department was aware of the arguments that such courses were underfunded, but overall the courses paid for themselves and were in profit.

# Researchers seek career security

An updated policy on research staff calling for a permanent career structure is to be drawn up by the Association of Scientific, Technical and Managerial Staffs.

The union is to use sophisticated computer modelling techniques to predict the effects of transition from the current system of short-term contracts to a permanent structure.

Although it is not keen on being dragged into a contest with the Association of University Teachers over the issue, the ASTMS has succeeded in striking a chord of sympathy with researcher activists, many of whom belong to the Association of Researchers in Medicine and Science.

The ARMS has members who belong to both unions, but the staff turnover in researchers means that many never get around to joining.

Of the 9,400 university researchers in Britain, most are aged 32 or less and are employed on contracts averaging two years.

The AUT has negotiating rights for researchers' salaries but has consistently failed to establish a long-term policy because of it is committed to mixing and teaching research.

The ARMS has advised its 1,000 members to join a trade union with the implication until earlier this year that the AUT was the most appropriate.

Since then, however, the ARMS and the ASTMS have become noticeably closer.

Dr John Dickinson, chairman of the ARMS, resigned from the AUT in protest at the slow progress being made by researchers and has cultivated closer links with the ASTMS's own working party which had already produced a policy advocating a long-term career structure.

"AUT has the bargaining power but does not know what to do with it, while ASTMS has the ideas and no bargaining power," he said.

With contracts averaging two years fewer than 10 per cent of the people working in research when the ARMS started four years ago are still in research, he said last week.

Referring to the Morrison report's recommendation that the universities should recruit new research blood, Dr Dickinson said: "This conjures up the vision of wizened academic veterans scouring university halls of residence for likely young people to suck dry and discard the empty husks after a three-year contract."

Present arrangements were contrary to the spirit of the trade union movement, and a denial of opportunity to do a job for which there was a demonstrable need. Even the Royal Astronomical Society had expressed concern at the lack of prospects for its researchers.

There was a restrained clash at the conference between Mr Laurie Sapper, general secretary of the AUT, and Dr Arthur Rowe of the ASTMS's academic advisory committee.

Mr Sapper reaffirmed the AUT view that teaching and research were indissolubly linked.

# Students join entry debate

by Paul Flather

Oxford students have joined the great debate on the university's entrance system claiming that some colleges are not doing enough to give state school pupils a fair chance of entry against those from private schools.

The Oxford University Student Union has compiled its own admissions statistics to single out those colleges which apparently discriminate most against pupils from the maintained sector.

The figures show that in 15 of the 28 colleges more than half the students admitted came from independent schools. Christ Church, Brasenose, Exeter, St John's, and New College top the list with some two-thirds of their home intake from the private sector.

The figures show that only five colleges take less than 40 per cent of their intake from the private sector, with Hertford, which pioneered a scheme that avoided the Oxbridge entrance examination, currently accepting only one in five from private schools.

But such figures have to be treated with caution. There can be significant fluctuations from year to year and with colleges striving to admit the potentially best students, admissions are obviously dependent on the applicants from different schools.

The student union has also released estimates of the apparent "success" rate of candidates from maintained schools to colleges, advising applicants to avoid colleges where they have little chance of success.

In fact the OUSU figures show for example that at Hertford where 79 per cent of those admitted came from state schools, only one in five state applicants were successful, while at Christ Church with 32.5 per cent entry from state schools, close on one in two succeeded.

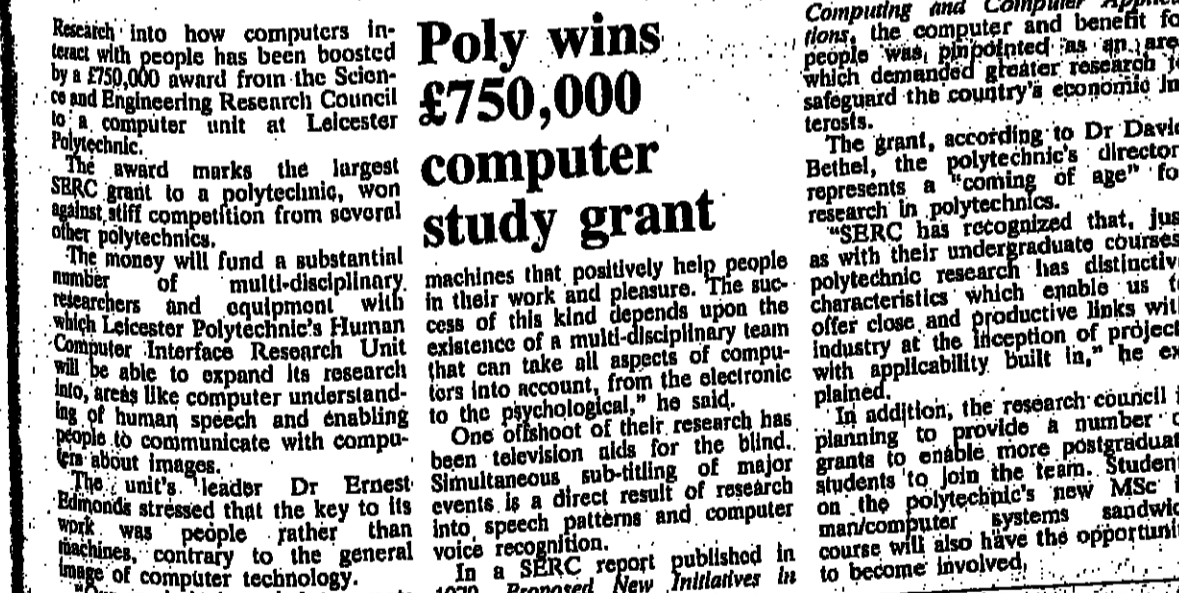
The message for teachers is not so much to push candidates towards colleges which by repute admit many state school entrants, but to go for colleges with traditionally low state school entry - such as Christ Church, Oriel, Corpus and Magdalen.

Mr John Orogan, the OUSU president, said he saw a grave danger of colleges splitting into two tiers, between those working to increase the proportion of students from state schools and those who did not. Some admissions tutors were still biased against state schools, he claimed.

The university is very sensitive to such criticism and has worked hard to balance its intake. Ten years ago 56 per cent of students came from independent and direct grant schools. Last year the university took 47 per cent from independent schools and 50 per cent from state schools.

Dr Oliver Taplin, chairman of college admissions tutors committee, said issuing two-year old figures covering the 1980 examinations undermined hard work done by colleges recently. "Admissions are very closely tied to applications. If you do not get state school applicants you can not admit them."

Ten Oxford colleges now operate a new "unconditional" offer scheme as pioneered by Hertford, accepting students on the basis of interview and two A level passes. Oxbridge entrance is being hotly debated in the Labour party and there has been a call for a Royal Commission to tackle the issue.



The unit celebrates getting the £750,000 grant

Research into how computers interact with people has been boosted by a £750,000 award from the Science and Engineering Research Council to a computer unit at Leicester Polytechnic.

The award marks the largest SERC grant to a polytechnic, won against stiff competition from several other polytechnics.

The money will fund a substantial number of multi-disciplinary researchers and equipment with which Leicester Polytechnic's Human Computer Interface Research Unit will be able to expand its research into areas like computer understanding of human speech and enabling people to communicate with computers about images.

The unit's leader Dr Ernest Edmunds stressed that the key to its work was people rather than machines, contrary to the general image of computer technology.

"Our work is intended to create machines that positively help people in their work and pleasure. The success of this kind depends upon the existence of a multi-disciplinary team that can take all aspects of computers into account," he said.

One of the aims of his research has been television sub-titling of major events is a direct result of research into speech patterns and computer voice recognition.

A SERC report published in 1979, Proposed New Initiatives in Computing and Computer Applications, the computer and benefit for people was pinpointed as an area which demanded greater research to safeguard the country's economic interests.

# Poly wins £750,000 computer study grant

The award marks the largest SERC grant to a polytechnic, won against stiff competition from several other polytechnics.

The money will fund a substantial number of multi-disciplinary researchers and equipment with which Leicester Polytechnic's Human Computer Interface Research Unit will be able to expand its research into areas like computer understanding of human speech and enabling people to communicate with computers about images.

The unit's leader Dr Ernest Edmunds stressed that the key to its work was people rather than machines, contrary to the general image of computer technology.

"Our work is intended to create machines that positively help people in their work and pleasure. The success of this kind depends upon the existence of a multi-disciplinary team that can take all aspects of computers into account," he said.

One of the aims of his research has been television sub-titling of major events is a direct result of research into speech patterns and computer voice recognition.

A SERC report published in 1979, Proposed New Initiatives in Computing and Computer Applications, the computer and benefit for people was pinpointed as an area which demanded greater research to safeguard the country's economic interests.

The grant, according to Dr David Beitel, the polytechnic's director, represents a "coming of age" for research in polytechnics.

"SERC has recognized that, just as with their undergraduate courses, polytechnic research has distinctive characteristics which enable us to offer close and productive links with industry at the inception of projects with applicability built in," he explained.

In addition, the research council is planning to provide a number of grants to enable more postgraduate students to join the team. Students on the polytechnic's new MSc in computer systems sandwich course will also have the opportunity to become involved.

# ILEA approves new watchdog board

by Patricia Santinelli

Proposals for setting up an Inner London Tertiary Education Board and 10 related bodies by mid-1983 to oversee provision for 16 to 19-year-olds were approved by the Inner London Education Authority this week.

The proposals which are to go out for final consultation for a response by the end of this year were put forward by a special ILEA 16-19 Review Sub-Committee chaired by Mr Bryn Davies, leader of the authority.

Initial consultation showed that some 80 per cent of interested parties within the authority supported the creation of the ILTEB and 10 tertiary education boards. Their main role will be to ensure that 16-19 students in Inner London have access to a comprehensive range of educationally sound courses provided in economically viable groups.

Both the ILTEB and the boards are to be involved in the coordination of policy course approval - to start in September 1984 - and resource allocation, but at different levels.

ILTEB will, for example, be concerned on major aspects of 16-19 policy and will draw up guidelines for the local boards. It is to make recommendations on a wide range of courses ranging from vocational to A level courses, as well as set minimum numbers for given courses.

The 10 local boards are to act more in an advisory capacity to the education officer. Their role will be to consider and observe courses and decide in consultation whether they meet minimum requirements and where they should be located.

Originally the suggested composition of the main board was to include representatives from each local board, one from a school and one from a college, as well as representatives of four bodies drawn from industry, commerce and trade unions.

It has now been decided that this composition might be too narrow and further options are to be included both for the main and local boards in the consultative document.

The cost of the whole project has not yet been considered, although it is expected to be substantial. It is to form the subject of a report at a later stage from the finance subcommittee.

The college lecturers' union is to press on with affiliation to the Campaign for Nuclear Disarmament but a conference to set about reversing the policy is being considered by its opponents.

An executive resolution confirming the May conference decision was passed with a substantial majority at last weekend's July council of the National Association of Teachers in Further and Higher Education.

The step was seen by many as a formal recognition of the constitutional position that the national council deals with affiliation questions. The affiliation fee is said to be £25 a year.

Opposition crumbled with motions calling for referenda and further consultations falling with the adoption of the executive resolution.

The "trial" debate in the national council was a "deliberate" move to "test the waters" of a referendum on any change in affiliation before the Newcastle conference.

Council was told that 174 members had tendered resignations with a further 180 or so warning they would leave the union if the policy either on CND or the change in rules permitting pursuit of political objectives were not changed.

The test will come at the end of the year when the number of those who fail to renew their subscriptions will be disclosed. A rise in subscriptions - from £26 a year to £42 - was confirmed by council, adding to the change of a significant non-renewal rate.

A number of trade unions and teachers' organizations are unashamedly waiting to pick up Natfhe's mantle.

But Natfhe's Peter Dawson commented: "I don't think teachers are going to be taken for a ride by a schools organization which has as part of its creed an unwillingness to be taken for a ride by any other organization."

Opponents of CND within Natfhe now aim to secure 7,500 signatures to a petition to conference in the autumn to try to move towards disaffiliation and the reversal of the rule change at next year's annual conference in Blackpool.

But senior union leaders are anxious for the issue not to become a permanent fixture on conference agendas and hope the issues will be resolved in the forthcoming year.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

# Opposition fails to halt CND affiliation plans

by David Jobbins

The college lecturers' union is to press on with affiliation to the Campaign for Nuclear Disarmament but a conference to set about reversing the policy is being considered by its opponents.

An executive resolution confirming the May conference decision was passed with a substantial majority at last weekend's July council of the National Association of Teachers in Further and Higher Education.

The step was seen by many as a formal recognition of the constitutional position that the national council deals with affiliation questions. The affiliation fee is said to be £25 a year.

Opposition crumbled with motions calling for referenda and further consultations falling with the adoption of the executive resolution.

The "trial" debate in the national council was a "deliberate" move to "test the waters" of a referendum on any change in affiliation before the Newcastle conference.

Council was told that 174 members had tendered resignations with a further 180 or so warning they would leave the union if the policy either on CND or the change in rules permitting pursuit of political objectives were not changed.

The test will come at the end of the year when the number of those who fail to renew their subscriptions will be disclosed. A rise in subscriptions - from £26 a year to £42 - was confirmed by council, adding to the change of a significant non-renewal rate.

A number of trade unions and teachers' organizations are unashamedly waiting to pick up Natfhe's mantle.

But Natfhe's Peter Dawson commented: "I don't think teachers are going to be taken for a ride by a schools organization which has as part of its creed an unwillingness to be taken for a ride by any other organization."

Opponents of CND within Natfhe now aim to secure 7,500 signatures to a petition to conference in the autumn to try to move towards disaffiliation and the reversal of the rule change at next year's annual conference in Blackpool.

But senior union leaders are anxious for the issue not to become a permanent fixture on conference agendas and hope the issues will be resolved in the forthcoming year.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

There are indications that it could become a key issue in this year's vice-presidential elections, which could take place against a special conference on CND occurring almost simultaneously with the special conference on pay policy scheduled for December 4.

North American news

Challenge to Reagan on research 'bias'

from Peter David

WASHINGTON The Reagan administration is locked in a bitter argument with educational researchers over allegations that it has politicized the peer review process within at least two government departments which sponsor academic research.

In a letter to Mr Terrel Bell, the Education Secretary, 24 organizations, led by the American Educational Research Association, claim research-sponsoring procedures in the Education Department and its associated National Institute of Education have been changed to reflect the ideological biases of the new administration.

The letter says professional research staff in the department have lost control of the peer review process. "This is counter to acceptable practices of peer review in federal research agencies. Political appointees in the NIE and the Education Department have prepared lists of new reviewers and the broad education and research communities."

Signatories of the letter include the three major lecturers' associations and a number of learned societies representing social science disciplines. It was sent to Mr Bell last month after dramatic changes in personnel at the NIE.

One of the moves which has most perturbed educational researchers was President Reagan's decision to fire all the members of the National Council on Educational Research - a 15-member panel appointed to monitor the research policy of the NIE.

Those dismissed included Mr Harold Howe, a Harvard academic and former US Commissioner of Education, and Father Timothy Healy, president of Georgetown University.

The ABRA says the President's new appointees are of uniformly conservative views. The new chairman, Mr George Roche, and two other appointees are consultants with the Washington-based Heritage Foundation, an independent research unit with close links to the "new right."

Another change in the NIE which has worried academics is a plan to cut short funding to 17 established research centres and divert money to a new research programme reflecting the Reagan emphasis on excellence and freedom of choice.

An analysis of the new programme by members of the ABRA says the institute appeared to have abandoned its original mandate to pursue equal opportunity in education. It says the new plan pays little or no

attention to issues associated with women and minorities. The Centre for Educational Development and Research, which represents the 17 research centres earmarked to lose their funds, has carried out its own analysis of the new programme and asked Congress to intercede to block its implementation.

Many of the NIE's proposed studies build on the administration's priorities, for example for vouchers, tuition tax credits and traditional curricula. Many, we fear, are designed to make a political point rather than to further educational improvement," he says.

The administration's response to the allegations has been muted by sudden changes in the senior personnel of the NIE. Mr Edward Curran, a former headmaster appointed by President Reagan to direct the institute, was recently forced to resign after a dispute with Mr Bell.

But the argument about the politicization of the peer review process has not been confined to academic research on education. The Department of Agriculture recently initiated a controversial system of political loyalty checks for scientists reviewing research proposals submitted to the Department.

In an interview with The Washington Post, Mr James Handley, special assistant to the Agriculture Secretary, said scientists employed by the Department should be "philosophically compatible" with the administration.

He added: "We like to believe we have a more conservative philosophy than the last administration. We would like to appoint people who share our political views."

In their letter to Mr Bell, the 24 groups complaining about the politicization of research enumerate a number of principles which, they say, federal departments should uphold in peer review procedures. One is that proposals should be judged by professional and scientific standards without regard for political philosophy or affiliation.

Not all academics, however, believe it is wrong for incoming administrations to select peer reviewers who are politically sympathetic. In a recent article Mr Chester Finn, Professor of Education and Public Policy at Vanderbilt University, defended the NIE's decision to compile a new list of reviewers.

Pointing out that reviewers of research proposals had to attach particular importance to the "significance" of the proposed research, Mr Finn said such judgments were inevitably subjective or political, to some degree.

Why Canada's universities are a deserving case

A Quebec public opinion survey released last month shows universities are considered more important targets than social welfare, day care facilities and aid to private enterprise for government money.

Only health care and the environment rank higher on the list of public spending priorities.

Of the 837 Quebecers interviewed by telephone in April, 85 per cent believe that government support for the province's universities should be maintained or increased; 60 per cent considered that Quebec University is doing a good job; and 55 per cent are satisfied with the contribution universities make to Quebec society.

In spite of these general expressions of support, the survey revealed considerable ignorance about what is happening on provincial campuses here. Fully a third of those polled do not know how universities are being financially, and 28 per cent cannot name a single contribution made by universities. Both figures jumped nearly 50 per cent among those with less than 10 years schooling although Quebecers consider the university

faculty competent (77 per cent) and conscientious (69 per cent), 37 per cent cannot name one faculty function.

And even if 55 per cent consider professors earn just enough, most underestimate the average faculty salary by about \$10,000.

The importance of preparing students for the job market receives nearly universal recognition (96 per cent). Yet, only 41 per cent consider the responsibility fulfilled; this drops to 28 per cent among those with the most education.

In spite of the recent government study showing less unemployment among university graduates, 77 per cent believe that high school and university graduates are equally likely to face unemployment. The survey shows that, in general, those with more education tend to be more familiar with universities, more supportive and also more critical. For example, criticism of the universities' ability to turn out involved citizens ranges from 18 per cent among those with the least schooling to 50 per cent of those with the most education.

Academic quality of students declines

from Sally Reed

CHICAGO The quality of secondary and post-secondary education in the United States would not improve if college admission standards were raised, according to recent testimony before the Government's national commission on excellence in education.

Mr Fred Hargadon, dean of admission, Stanford University, argued that tightening the requirements for entrance would benefit neither colleges nor high schools.

If colleges set new rigorous admission standards, many would be unable to adhere to them, he said.

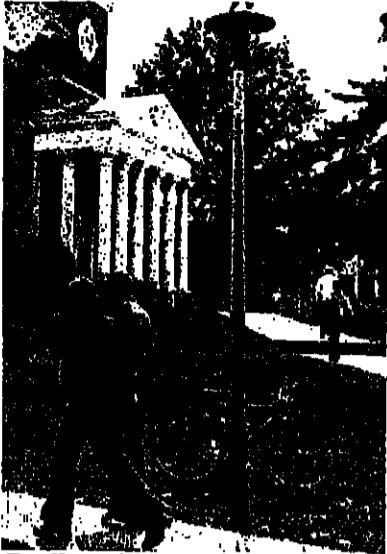
Problems created by declining enrolment and financial constraints would force institutions to say one thing but practice another. Few high schools would be able to change their curriculum and schools would be ill-equipped to help students meet tough new standards.

Instead, Mr Hargadon said institutions of higher education should strive to improve education through persuasion and example by increasing the amount of homework and time spent in a classroom, by improving teaching and the working conditions of teachers and by promoting contacts between teachers in schools and their college counterparts.

Admissions officers 'too fond of tests'

The president of the Educational Testing Service, designers of the standardized exams used to predict how students will fare in college, told an audience of admissions officers and secondary school guidance counsellors they must take their share of the blame for the prevalent attitude that American education has placed too much emphasis on testing.

In the wake of a movement for "Truth in Testing" the ETS and the College Entrance Examination Board have been accused by consumer groups of mixing test scores. But, explained Mr Gregory Aurig, president of ETS, it was not his company or the college board which decided who would be admitted to college. Mr Aurig's remarks came during



Excellence in education?

Mr Alexander Astin, head of the Higher Education Research Institute, told the commission that new students were less well prepared academically than students 15 years ago.

Mr Clifford Sjogren, director of admissions, University of Michigan, claimed universities could make an

impact on the quality of education. Other testimony during the two days of hearings from students, guidance counsellors, admission officers and college presidents suggested the following: ● While standardized tests should be part of the admissions process, the best predictor of academic performance in college is previous performance in high school, high grade point averages and class standing, not test scores; ● High schools need standards and programmes such as the international baccalaureate degree or advanced placement programme for bright motivated high school seniors, which improve the quality of instruction at a school by setting some standard; ● While early admission programmes enabled high school students to take college courses, it was more important to provide strong academic programmes in the high schools.

The hearing on college admissions standards and practices was the fourth in a six-part series of the Federal commission created last August by a course of action forced on them by the strength of feeling among Western European student unions that the widespread concern at Poland should not go unremarked. The National Union of Students (UK) wanted the final document to register the concern of many unions at the imposition of martial law, and to seek the lifting of the ban on NZS and release of detainees.

used by admissions officers at colleges, graduate and professional schools would remain but that new tests would be developed to advise teachers on what to do to help their students. "Standardized testing has been standing still for far too long," he said. "Tests can help us gauge how we are meeting expectations, but they shouldn't define those expectations. That is the responsibility of the institutions educating and admitting the students."

In another session Harvard sociologist professor David Riesman suggested that ETS had become too defensive about standardized testing. Alternatives proposed by the anti-testing lobby, he said, included admission by lottery.

Boost for innovation

From our North American editor

A small group of university leaders and industrialists has begun to work closely with the Reagan administration on a project designed to boost productivity and innovation in the United States.

The group, set up recently with President Reagan's personal approval, held a first meeting last week at the University of North Carolina. By marshalling existing scholarship and drawing on the expertise of its high-level membership, it hopes by next January to present the White House with proposals for spurring innovation.

The group is being chaired jointly by Mr David Saxon, president of the University of California, and Mr Robert Anderson, head of the Rockwell International Corporation. Dr William Baker, former president of Bell Telephone Laboratories, is acting as a special adviser.

Other members of the group include Mr Derek Bok, president of Harvard University; Mr Philip Caldwell, chief executive of the Ford Motor Company; Mr Richard Copley, chairman of Wells Fargo Bank; and Mr James Olson, vice-chairman of the American Telephone and Telegraph Company.

In a letter to the group, President Reagan promised the full cooperation of the administration and said he would review the group's recommendations attentively. He continued: "The forum is exceptionally well suited to the task of recommending specific actions necessary to unleash creativity and stimulate the innovation."

Cooperation with the administration has already begun and the first formal meeting of the group last week was preceded by a meeting at the White House with Mr Meese, Mr George Keyworth, the president's science adviser, and senior members of the presidential science staff.

Administration officials have urged the group to produce specific policy recommendations which can be implemented quickly, but at its first meeting the group considered a wide agenda of issues.

In a draft paper the group says its investigations will focus on three issues. One will be governmental barriers and incentives to innovation and entrepreneurship. A second will be the structure of scientific and technological research and a third will be the opportunities for closer collaboration between universities and private business.

GI Bill would attract skilled recruits for Army

A new GI Bill to boost military recruitment by offering educational incentives has been proposed by the Atlantic Council of the United States, a private organization set up 21 years ago to strengthen ties with Europe, Japan and Australia. A report published by the council last week calls on the Reagan administration to prepare the American people for a reintroduction of conscription. In the meantime, it says, a new GI Bill is necessary to attract

skilled recruits into the armed services. "Given the rising costs of higher education this new GI Bill should attract growing numbers of college or trade school bound, middle class Americans, who would find a temporary diversion from the world of school or work-tolerable and perhaps even welcome," it says. Under the scheme - drawn up after 18 months of work by a 55-member panel - new recruits would

be entitled to two years of further education for every year they served in the forces.

Peter David, North American Editor, The Times Higher Education Supplement, National Press Building, Roper 541, Washington DC 20045, Telephone: (202) 638-6745

Overseas news Stand off after row on Poland

by David Jobbins

A key conference of European student leaders has ended in turmoil after a row over martial law in Poland and the banned independent student union NZS.

British students stormed out of the summit European Meeting in the Soviet city of Minsk after their efforts at securing a joint statement recognizing anxiety over Poland failed.

They claimed that Moscow-dominated student unions had filibustered and used other tactics to block discussion of the issue for two days.

After they left, discussions continued for a further 12 hours until an early morning climbdown by the Soviet delegation which in an unprecedented move in the history of European meetings proposed there should be no final document.

Observers suggested this was a bitter pill for the Soviets to have swallowed - a course of action forced on them by the strength of feeling among Western European student unions that the widespread concern at Poland should not go unremarked.

The National Union of Students (UK) wanted the final document to register the concern of many unions at the imposition of martial law, and to seek the lifting of the ban on NZS and release of detainees.

Two West European unions - the Swedes and the Swiss - refused to go to Minsk this year, and one of the opinions that the National Union of Students (UK) will have to consider is a similar boycott. By host next year's European Meeting and its inter-annual committee was this week discussing other options including far-reaching changes in the structure of the conference.

Final decisions on UK participation will be made by NUS conference in December, but the location of next year's meeting will not be chosen until early in 1983. France is the other contender vying with the UK.

Polish academics face dismissal if research fails

Polish university lecturers who fail to get results in their research could face dismissal under new regulations, Dr Benon Makiewicz, the Minister of Science, Higher Education and Technology, told foreign journalists.

It is feared this may be the signal for a purge of academic life. Dr Makiewicz, a military historian from Poznan, who was appointed minister last spring to replace Dr Jerzy Nawrocki, who resigned after the imposition of martial law, was reviewing the progress of higher education during the last six months.

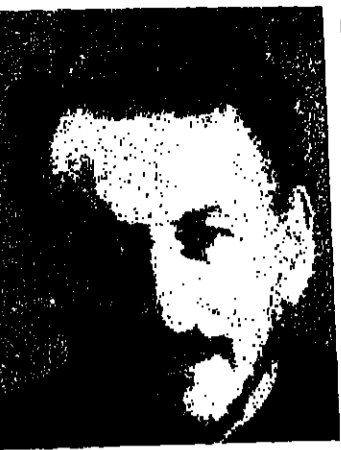
He stressed that the new law on higher education, ratified on May 4 and effective from September 1 gave universities and higher education colleges the right of self-governance, since the election of deans, the drafting of syllabuses, and the preparation of their statutes was the responsibility of the institutions.

He glossed over the limitation that although the universities and higher education colleges have the right to elect their rectors, the ministry reserves the right of veto. The law also makes obligatory the courses in socio-political and psychology subjects (to Marxism) and "foreign languages" (ie compulsory Russian) which were downgraded by the Lech Walesa-led Solidarity movement, and the then minister, Dr Janusz Gornik, and the striking students in February 1981.

Strike action by students is specifically excluded by the new law, since the right to strike, said Dr Makiewicz, applies only to those who work and not to those who study.

According to the minister, the current "appraisal of university cadres" is not political - no internees have been sacked, he claimed, in the institutions administered by his ministry, nor has any research worker been sacked on political grounds.

The "appraisal", he said, was only based on regulations and, in complying with regulations and, in particular, the need to combine local and national research results, however, obtaining research results, however, could make lecturers liable for dismissal.



Professor Nathan: shortage of specialists

Computer science proves too popular

from Annelise Hopson

COPENHAGEN The newly appointed rector of the University of Copenhagen, Professor Ove Nathan, is worried about the future of the study of computer science in Denmark.

"There are 5,000 students at the faculty of natural science and more than 1,000 of them want to read datalogy. However, there are only 10 teachers at the institute out of a staff of 500," he said. "With the rapid development in technology and computer science, this course has become a tremendous success and so we need more teachers and more money."

"When it is the major subject, the education is calculated to take five and a half years but in reality it can take up to 10 years, because the students postpone their final thesis in order to earn money within the trade and industry where the shortage of specialists in computer science is considerable," said Professor Nathan.

"This is harmful to society and we cannot tolerate that so many students choose to read datalogy as a major subject. At present we are trying to interest students in reading datalogy as a subsidiary degree, for instance combined with chemistry or physics," he explained.

The department of higher education has now allocated a grant to the

institute within the total given to the faculty of natural science. But this grant is decreasing as a result of the economic cuts. The extra money allocated to the institute is being taken from the other sectors of the faculty.

The students reading datalogy as a major subject say that the economic problems cannot be solved that way. They have suggested a committee of education that the admission should be limited, that the institute should have a separate economic structure and that two or three more teachers should be employed annually.

V-Cs call for clarification

from James Hutchinson

BONN As economy measures bite harder, West Germany's vice chancellors have called on the governments of the Länder to lay down clear principles concerning the future development of the university system. At their latest meeting the vice chancellors issued a declaration drawing attention to the "contradiction between educational and financial policies".

They asked the ministers of education of the Länder whether Germany is going to stand by its policy of promoting mass higher education, and whether they do appreciate the danger that the *numerus clausus* (limitation on entry) could soon apply to all subjects.

The vice chancellors pointed out that during the last 20 years the proportion of school pupils taking the *Abitur* - the rough equivalent of A-levels - had grown to some 25 per cent. A quarter or a million of people a year would soon be demanding either university places or vocational training on the basis of their *Abitur* passes.

The counter argument is that the universities not only have the task of teaching, but also of carrying out research - for which there is already a serious shortage of money. "University policy", they say, "can't be planned exclusively on fluctuations in the size of the student population".

The vice chancellors say a continuation of the present economy measures would lead to a complete *numerus clausus*. Since the middle of the 1970s the universities have absorbed an increase in the number of students of 30 per cent - with no appropriate expansion in staff. Germany now has 1.1 million students - occupying 750,000 places.

The vice chancellors say the problems are so serious that they cannot be left to the Länder to tackle individually. The Länder and the federal government must take concerted action, they say.

Minister cuts and trims

from Lindsay Wright

WELLINGTON Minister of education Mr Merv Wellington may have made his biggest contribution so far to the New Zealand government's 3 per cent savings target, by slashing \$2m (£9,130,000) from a series of much smaller cuts he has been imposing over the past few weeks.

Hard on the heels of his halving of the government grant to the National Council of Adult Education, and coinciding with a major advertising campaign by the Save Adult Education Committee, he has announced the withdrawal of grants to the Workers' Educational Association.

That association, while completely independent, has received annual grants since the 1930s and the current \$140,000 (£60,800) allocation in 1982 is \$46,000 (£20,000) for district council grants, \$75,000 (£33,000) for tutors' salaries in Auckland, Wellington and Christchurch, and \$20,000 (£9,000) for the national office and the association's \$14,000 (£6,000) for the association's trade union postal subscription service.

The minister made no reference in his press conference to the replacement of the rector of Poznan and the Maria Sklodowska-Curie University of Lublin.

A few weeks after Dr Samsowicz was expelled from the Party - after which his replacement as rector seemed only a matter of time.

In a recent issue of the political journal *Perseputywy*, his replacement, Dr Kazimierz Dobrowolski, spoke of the atmosphere of "distraction and misunderstanding" which surrounded his appointment.

The minister has also halved, from 14 to seven, the number of teachers' fellowships which have been provided to enable teachers to spend a year on full pay attached to a university, saving \$100,000.

TLS THE TIMES LITERARY SUPPLEMENT Important news for New Subscribers New subscribers to The Times Literary Supplement can now take advantage of our special introductory rate of £25.00\* for a year's issues - even cheaper than buying it from your newsagent. Simply complete the coupon below and our computerised subscription service will process your order at once. \*Offer applies to new subscribers in the UK only. Please send me The Times Literary Supplement for one year. I enclose my cheque for £25.00 made payable to Times Newspapers Ltd. Please print NAME ADDRESS Signature Date Mail this coupon with your cheque to Times Newspapers Limited, Supplements Subscription Manager, Oakfield House, 35 Pymont Road, Haywards Heath, West Sussex RH16 3DH. Overseas subscribers should write for information to the address above.

# The Holocaust: a suitable case for study?

### Karen Gold reports from the first British seminar on the mass slaughter of Jews in the Second World War

"Why should we teach young and old about the Holocaust?" asked Dr Samuel Pisar, academic, international speaker and survivor of Auschwitz. "Because in the gas chambers we have heard the death rattle of the human race. If we are to forget the meaning of it all, then we are lost."

Formidable justification. Of the several hundred participants in the first British seminar devoted to teaching the Holocaust, only a young Israeli, who was on his way back to the army, questioned the subject's relevance and wondered if it was worth studying at all.

"Our interest in the Holocaust is for motives that are entirely non-academic," said an academic, speaking for most of the group discussing universities at the Board of Deputies of British Jews seminar, which considered teaching in universities, schools and adult education.

"But there are good reasons for teaching it. The problem starts with how you teach it. And, as became clear during the talking, what you teach and where.

The most recent answer to "where" in the context of Jewish studies, is a 12-week MPhil level course in European Judaism between 1848 and 1948, at the Oxford Centre for Postgraduate Hebrew Studies.

Its head, Professor David Patterson, spoke of working gently and carefully to bring Holocaust material, which there is an abundance, into the university syllabus. "It is a most difficult and delicate thing," he said.

But while ideas of what to teach about the Holocaust poured out of the participants (history, philosophy, sociology, psychology, theology, the

study of tyranny and courage and genocide, the effects of the Holocaust on language and literature) the Oxford Centre's fellow in Holocaust studies, Dr Steve Sipperstein, suggested that academic expectations could overreach the subject.

Questions about the Holocaust outnumber the answers, he said. Claims that it was the key to Judaism and Jewish experience were exaggerated. To draw conclusions from it about the nature of Jewish survival, the quality of Jewish armed resistance or attitudes of the Gentile world, created a burden which a single historical experience could not bear.

In the United States there were now 93 courses in Holocaust studies, half of them outside Jewish programmes. British universities should draw back from such excess. "Until we are able to formulate some clear answers to questions about the Holocaust, it is irresponsible to put it near the centre of Jewish studies."

But that should be no hindrance on teaching it widely, participants agreed. "A university is a place where people can change their minds" a student commented. "An intellectual battle is being fought at the moment in universities over the Holocaust and whether it happened."

"A reasonable and rational education about it might explain the facts, and make Jews less embarrassed about admitting they are Jewish."

"Only the truth must be taught, so far as it is humanly possible to teach it," argued Mr Frank Green, chairman of the Board of Deputies committee responsible for Holocaust education. "It's not possible to teach the subject in one way only, but it must be taught objectively," he said.

"It's an emotional subject," insisted a young woman. "If you take the emotion away you reduce it to any other subject, which I don't think it is."

One woman with a strong East European accent: "We can as much teach the Holocaust without teaching Jewish history, as we can teach integral mathematics without teaching long division."

"People talk about the Jews not making armed resistance in the Holocaust. With what? With women and children and old men, because

all our men were already "schlepped" away to forced labour camps by the Hungarians?

"The Holocaust is part of a vast subject, of the history of the Jews." In the final plenary session, an elderly man stood up and spoke quietly. "I am a survivor of Dachau and Buchenwald," he said. "I lost all my family there. I never talk about it. I find it upsets people too much."

### Benny Morris describes the dispute over an international conference on genocide held in Israel

Massive and continuous pressure by the Israeli foreign ministry failed to cancel the international conference on the Holocaust and genocide held last week in Tel Aviv. But as many as a third of the lecturers who had planned to attend, including prominent Holocaust historians and survivors, backed out, and the ranks of the participants were further thinned by the Israeli army call-ups for the war in Lebanon.

Soon after hearing the conference, which was originally sponsored by Yad Vashem, Israel's prestigious Holocaust Memorial Institute, the foreign ministry began to try to persuade invitees to drop out. Israeli diplomats in the United States telephoned and met prominent prospective participants, such as author Eli Weisel, who was to have been the conference president, and asked them to back out. In Israel, all persons slated to lecture, including leading historians such as Hebrew University's Professor Yehoshua Yehuda Bauer, were approached. Both Weisel, and Bauer cancelled.

The ministry objected to part of the conference devoted to the First World War genocide by the Ottoman Turks against the Armenians. The ministry believed that airing the views of historians about those massacres might harm Israel's relations with Moslem Turkey and might lead to curtailment of the aid Turkey has been giving some Jewish communities in the Middle East. Israel's foreign ministry has prevented the press from publishing the nature of that "aid".

Altogether, some 300 persons attended the conference; 100 fewer than the expected 400. "We cannot exclude the Armenian subject from the conference. They too suffered genocide and our conference is devoted to the whole phenomenon, not just to what happened to the Jews at the hands of the Nazis," said conference organizer Professor Shammot Davidson, director of the Shalvat Mental Health Hospital and a Bar-Ilan University teacher. "When it comes to geno-



Belsen victim: the questions outnumber the answers

Altogether, eight of the thirteen slated "star" lecturers withdrew, including Harvard law professor, Alan Dershowitz, and Robert J. Lifton of Yale University, a psycho-historian who was to have lectured on Nazi medical experiments.

In the end, the opening lecture was delivered by the Reverend Franklin Littell, who lectures at Temple University, Philadelphia, on the Holocaust.

Yad Vashem withdrew its sponsorship, ostensibly on the grounds that putting the destruction of European Jewry on a par with other massacres in history "belittles the Holocaust". Tel Aviv University also withdrew its sponsorship, and Tel Aviv Rector Professor Yoram Dinstein cancelled his lecture.

Professor Davidson said the conference had succeeded in strengthening the links between Jewish and Armenian scholars of their respective experiences with genocide.

Meanwhile, Israel's universities are functioning at "half-strength" because of the war in Lebanon. Many of the male students and some of the younger male lecturers, have been called up. They will be unable to attend the end of year exams.

The universities have all given the reservists the possibility of sitting the exams at a later date.

cide, there is always someone who wants to keep something quiet," he added.

Professor Davidson said he and the other organizers were aware of the "problems" of holding the conference.

But observers felt that the foreign ministry's well publicized efforts to halt the conference should have "satisfied" the Turks that "official" Israel had done all it could to cancel the gathering.

Professor Davidson said he understood the ministry's position but thought its efforts at persuasion were valid. "But after they have completed their efforts, it is our right as academics to stand by freedom of speech and research."

Davidson said the conference had succeeded in strengthening the links between Jewish and Armenian scholars of their respective experiences with genocide.

Meanwhile, Israel's universities are functioning at "half-strength" because of the war in Lebanon. Many of the male students and some of the younger male lecturers, have been called up. They will be unable to attend the end of year exams.

The universities have all given the reservists the possibility of sitting the exams at a later date.

England's working party on nuclear weapons. Their 90,000 word report will be published in September.

"We want to make it clear that the university is addressing itself to peace with integrity," said Mr Elliott. "The posturing in the peace movement of unilateralists, pacifists and so on needs to be examined. Peace is a highly complex social and human phenomenon; it must therefore be approached from an interdisciplinary basis."

Michael Elliott-Bateman says this is the lecture's strongest point. "There have been attempts by different departments to do lectures on peace issues," he said. "Military studies did some on alternative defence systems. But one is entrapped by the structure of the organization. Defence systems for example develop concepts which reflect their antiquated structure. Instead we should be trying to look at what a more correct function should be for the armed services in a nuclear age."

In the same way academic work on the issue is restricted by the university's structure. The important thing about the peace lecture is its broadly based and unemotive content.

The appeal will run until December and the first lecture will be in the autumn of next year. John Churcher who initiated it is reluctant to name potential lecturers but pitches it at the level of heads of state and the UN Secretary General and hopes that the committee which will eventually choose lecturers will avoid the habit of neglecting the contribution to be made by women and the Third World.

# Need to develop a strategy

Professor Geoffrey Sims, vice-chancellor of the University of Sheffield, gave a paper on financing and resource allocation in universities. His summary appears below.

The primary policy governing the present contraction of the university system appears in practice to involve only a basis of numerical factors - whether attaching to student numbers or to unit costs. Traditionally universities have stood for broader objectives and, in the more socially responsive mode to which the universities have so remarkably adapted during the last decade, they need to see a better reasoned argument for their future pattern of operation than any recent government has yet advanced.

With planning increasingly dominated by student number considerations and a unit of resource which has been devalued by some 20 per cent since the early 1970s, research and other related areas of university activity have been constrained to the point that their parts of the dual support which has been fundamental to the operation of the otherwise excellent Research Council system. In the longer term the effects of this will be serious, for the inevitable narrowing of the research base restricts the ability to undertake specific activities for industry, commerce and government, while at the same time undermining the foundations on which much of the universities' teaching role is predicated.

These considerations are fundamental in managing resource allocation during contraction, while other essential spending heads come under unhealthy pressure as well. The fact of these are university libraries which are unable to maintain adequate book stocks, let alone add to and promote more recent developments in the use of information technology. Further, provision for proper maintenance of premises is now grossly inadequate, posing particular problems for the older universities and laying up considerable difficulties for the future generally.

It is therefore essential for universities to develop, *inter alia*, research strategies compatible with their resource base, as the *latter* *future* approaches which have served in the past can now no longer be afforded unless an adequate recovery of overhead costs can be assured.

By no means importantly each university needs both the will and the machinery to produce academic plans appropriate to a period of contraction. These must ensure that excellence is, as far as is possible, maintained and that a reasonable subject balance (which will vary between one institution and another) is nurtured. Reliance on random staff wastage to reduce university expenditure will not only produce academic chaos, but will ill serve the country, for the uretic from which the staff most regularly leave are usually those where the external market demand is high and where consequently there is the greatest need to produce the maximum flow of able graduates.

Only when a sound academic plan, which takes account of likely market needs, has been agreed can a satisfactory system of resource allocation be devised. Allocation systems tend to be "institution specific", but all need to embody, as common characteristics, first the opportunity for maximum virement at a departmental level, and secondly the retention of a sufficient degree of central control to ensure that not only do the university books balance, but that interdisciplinary activities and service departments are not disadvantaged.

These matters are discussed in the main body of the paper and lead among others to the following recommendations:

1. The concept of the "unit of resource" needs re-examination.
2. Government must provide for a return to quinquennial (or at worst guaranteed triennial) funding.
3. Implicit in (1) is the need to provide adequate provision for the teaching activities of the university.
4. To ensure that research is firmly rooted in a stable university base all universities must:
  - (i) take a positive approach to research policy.
  - (ii) be able to identify the real costs of carrying out research.
  - (iii) have a conscious research allocation policy which makes provision for assisting innovation also.
  - (iv) evolve means of offering career prospects for able research workers.
5. Universities should both encourage and regulate entrepreneurial activity which relates to its primary research and teaching work.
6. Universities will need to evolve new central control of academic policy and expenditure.
7. Universities should seek to achieve more flexible staffing structures while accepting the need for the retention of some form of tenure for the majority of staff.
8. Incentive policies to encourage efficiency in the management of academic departments must be evolved.
9. Government should allow universities to carry adequate reserves both for good housekeeping purposes and to encourage innovation.
10. Universities should set up means, where they do not already exist, to guarantee that maximum efficiency areas achieved in non-academic areas.
11. A survey of the condition of university buildings needs to be carried out with a view to preparing and financing an adequate replacement programme.

# Supporting the students

Miss Maureen Woodhall, honorary research associate at the University of London Institute of Education, gave a paper on financial support for students. Her summary appears below.

The present system of financial support for students in Britain dates from 1962, when it represented a major innovation and was in advance of student aid systems in Europe or North America. However, the present system of means-tested grants has been criticized for being inflexible, inequitable and inadequate for part-time or mature students, for those whose parents cannot or will not pay the parental contribution, or for students who take non-degree level courses or who change courses or careers. The distinction between mandatory and discretionary awards creates anomalies and may hamper the development of new courses. The lack of a comprehensive system of student support for 16-19 year olds means that many working class pupils drop out of the system, while those who choose non-advanced courses of further education receive very much lower levels of support than undergraduates or postgraduates.

Britain is one of the few Western countries that makes no use of student loans. Loan schemes operate successfully in Europe, in Canada and the USA and throughout Latin America. In Japan loans are the only form of financial support for students. The governments of Australia and Ireland have recently proposed student loan schemes. Yet despite all this international experience, critics of student loans in Britain still argue that loans would be unworkable here.

The author's recent book summarizing international experience with student loan schemes, particularly in Canada, Sweden and the USA, shows that, despite some problems, student loans can and do work successfully. She concludes that a combined system of grants and loans would be both more flexible and equitable than the present system of grants and would, in the long run, offer significant savings of public funds.

In 1982-2 the cost of paying the fees of all award-holders was £395 million and maintenance awards cost £517m. About 75 per cent of all awards are mandatory and the remaining 25 per cent are subject awards, which are more subject to cuts and which vary considerably in value between different I.A.s. Eighty-five per cent of all awards are for advanced courses and only 15 per cent for non-advanced FE. In 1979-

# A panoply of college complaints

Mr John Pratt, director of the centre for institutional studies at the North East London Polytechnic, gave a paper on resource allocation in the non-university sector. His summary appears below.

The decision to impose a cash limit on most of the Advanced Further Education Post in 1979 has had serious implications for resource allocation in public sector higher education. Decisions taken in the past at local education authority level have now effectively become the subject of central control.

The 1982-83 system can be criticized on both technical grounds and on principle. Technically, it suffers from problems of the data base used to calculate student numbers, particularly from the weighting for calculating full-time equivalents and from the November 1 deadline. Allocations are sensitive to changes in weightings and on the idea of unit costs as a measure of the efficiency of institutions because they do not take account of educational outputs and relate only input to output.

The paper also considers the nature of the problems with which resource allocation systems deal. The basic one is to meet the educational needs of individuals and the nation as a whole, and the specific problem of resource allocation cannot be isolated from the more general problems of providing an educational service. The problem can, however, be tackled at a number of levels. The more fundamental the level, the more radical the solution.

In this context, it becomes clear that the specific problem of resource allocation is a judgmental one, involving political decisions on competing interests. To be satisfactory, a solution has to meet many conflicting criteria, such as accountability, fairness, cost-effectiveness, political acceptability, cheapness and the assignment of responsibility. The allocation of responsibility is a matter of decision and will vary according to the problems and who proposes solutions.

Considering these options, the paper draws attention to the advantages of a market system of public sector higher education funding which possibly full cost fees, which would be consistent with wider government policy, and points out the similarity between student fees and common funding in that both involve per capita payments.

Funds could be allocated to institutions by the principles which underpin private sector investment, with a local authority or institution making a reasoned case to a central body assessing its merits and likelihood of success. The central body would make allocations in accordance with a "problem-budget" relating total allocations to the importance of problems external to education. The concept of "educational value added" could be used to evaluate courses in terms of the educational change that is achieved for the cost.

So far as present arrangements are concerned, it is clear that the National Advisory Board's task should be limited to formulating the national problems to which individual institutions propose educational solutions. The NAB would then allocate funds to institutions which seem best able to solve the problems. The system would revive the principles of the 1944 Education Act and the idea of receiving material education while receiving the NAB must recall that there are no ways of ensuring that colleges are educationally effective and efficient. It must take account of the panoply of administrative constraints that operate on colleges, and attempt to create an environment in which it is more likely that the colleges will help solve society's problems because it is in their interest to do so.

## Marian Bowman looks at Manchester University's proposal to endow a new annual lecture

For Michael Elliott-Bateman there is no paradox in being a teacher of military studies and a supporter of the cause of peace. "You don't have to study war for long to realize what a ridiculous form of behaviour it is," he says. Mr Elliott-Bateman, a senior lecturer at Manchester University after 20 years as an officer in the Royal Artillery, is one of 27 members of the university's academic staff who are appealing to their colleagues for donations to "endow" an annual peace lecture.

The sponsors of the £3,000 appeal are an interesting assortment, broadly based politically and in their representation of academic disciplines. Some, like Marxist professor Peter Worsley and Professor Brian Cox, author of the Black Papers, disagree with each other so often that it is a shock to see them on the same side.

The sponsors, however, say that it is precisely the point. First mooted before the Falklands war, the lecture's purpose is to further world peace and to prevent war. Its credentials are to be founded on the eminence and international reputation of the lecturers who would be expected to argue their case not emotively but dispassionately.

"Peace is a subject for serious inquiry and does not belong to one discipline or perspective," says the appeal letter. "The widespread concern for peace, the traditional methods of assessing the propriety of war and the available policy options for peace need to be subjected to informed scholarly analysis."

On this principle Cox and Worsley can agree. They agreed in detail dur-

## A step on the path to peace



Anti-war demonstrators in London during the 1960s when Dr Hull Worsley was chairman of the local CND and Cox was treasurer. Cox no longer supports CND but he has put his name to this initiative. In the belief that political partisanship is not the moving force. "The crucial point is that it welcomes different points of view," said Professor Cox.

Professor Worsley's support is similarly inspired. "The list of sponsors runs from right to left," he said. "I would not have thought that possible a few years ago but the peace

movement now reaches a wider spectrum of people. The appeal's spectrum includes Dr Alex Wilson, deputy director of the department of extramural studies and a leading light of Manchester's SPE who have been involved in peace activities for years and whose commitment is to the peace-making machinery of the United Nations.

"Distinguished names like Professor Henry Hall FRS and McParlane of Bradford appear on the list, some of whose disciplines have obvious links with war and peace. Barbara McParlane, professor of nursing, has particular cause for concern. A lot of the development of our profession has arisen from wartime experience," she said. "You just wish this energy could be put to peaceful ends. The tragedy of the loss and injury of young lives we see very directly."

The appeal will run until December and the first lecture will be in the autumn of next year. John Churcher who initiated it is reluctant to name potential lecturers but pitches it at the level of heads of state and the UN Secretary General and hopes that the committee which will eventually choose lecturers will avoid the habit of neglecting the contribution to be made by women and the Third World.

England's working party on nuclear weapons. Their 90,000 word report will be published in September.

"We want to make it clear that the university is addressing itself to peace with integrity," said Mr Elliott. "The posturing in the peace movement of unilateralists, pacifists and so on needs to be examined. Peace is a highly complex social and human phenomenon; it must therefore be approached from an interdisciplinary basis."

## How the DES and the Treasury play their parts

Dr Clive Booth, deputy director of Plymouth Polytechnic, gave a paper on the roles of the Department of Education and Science and of the Treasury. His summary appears below.

For some 20 years public expenditure has been allocated in the annual cycle of negotiations and decision making centred on the Treasury and the Public Expenditure Survey Committee. Under this system the Government's expenditure policies are expressed in terms of quantifiable objectives and converted into expenditure forecasts extending up to five years ahead.

These policies may then have to be adjusted to fit the total of public expenditure which the Cabinet judge on Treasury advice to be appropriate. The success of any spending programme in obtaining the resources necessary for his policies depends on the negotiating skill and political judgement of the effectiveness of his department's support and the political importance of his policies.

In contrast to the "policy-led" concept of expenditure planning envisaged when PESC was originally devised, the present government's approach is "expenditure-led": the attainment of policy objectives is strictly subordinate to the containment of expenditure. Ministers are demonstrably less interested in designing their policies.

PESC has had only limited success as a system of control and planning. Some of the weaknesses of control have gradually been eliminated, creating in the process a barrier to existing departments such as the DES. Success in planning has been limited by consistent over-optimism in the economic forecasts underlying the plans. A more fundamental criticism of the PESC system is that it concentrates unduly on existing policies and encourages marginal reallocation of resources between programmes.

Acceptance by successive governments of the Robbins principle placed higher education in the PESC system in 1963, and the subsequent successive over-optimistic forecasts of demand for higher education by the DES meant that some of the early reductions in plan-

ned expenditure were relatively painless. Proposals for new policies are developed by DES policy branches and must be agreed by the Treasury and accepted by the Home and Social Affairs Committee of the Cabinet. A committee of DES, PESC, and the secretary of state's room for manoeuvre is severely limited and to be successful, his proposals must have a strong political appeal. This will be a major problem for new policy proposals for higher education.

The ability of the DES to conduct its policy is limited by its relatively small size and lack of substantial professional expertise. Because of this and of the decentralized nature of the education system, the DES favours gradual, evolutionary changes in policy, because they are less important attitudes and introduce their own momentum into the system. Their influence is also longer-lasting than that of ministers whose tenure in post is normally quite short.

The DES has a number of levers through which it can implement its policies. It can alter systems of financial control, the length and geographical distribution of courses and institutional structures and relationships. Many of its levers operate indirectly. Although this may be inconvenient, it can provide a means of effecting change with the minimum of politically damaging criticism of the DES and its ministers.

Three factors in particular are likely to affect the way in which the DES and the Treasury exercise their powers in future. They are: the competition for public expenditure; the political or availability of effective policy-making machinery. Higher education is likely to compete more fiercely in future with other sectors of education and other types of public expenditure for resources than it has in the past. It will be particularly vulnerable to Treasury attack when numbers in the relevant age groups start to fall. None of the main political parties has yet produced a fully worked-out policy for higher education, but if the general philosophies of the Conservative and Labour parties were rigorously applied to higher education, markedly different policies could emerge.

# A model relationship

Funding bodies have to be concerned with ranking courses, deciding which are the best according to the funds available, while validating bodies have to be concerned with cut-off decisions, deciding whether courses are good enough or not, Richard Lewis, assistant director of Middlesex Polytechnic, argued in another paper.

Mr Lewis, in a paper on the relationship between a funding body and an academic validating body, said that while validating bodies can contribute to the deliberations of funding bodies, the two have significant and substantial differences of interest.

But since there is an overlap in the current information needs of both funding and validating bodies, there is a doubt about how far validating bodies might extend - or restrict - their interest in resource matters.

Mr Lewis outlined a series of models describing the type of relationship possible between the two bodies, ranging from "very loose", to

"loose", "tight", and "very tight".

The taxonomy has particular importance at the moment because of increasing pressure on the major public sector validating body, the Council for National Academic Awards, to take account of resource questions when assessing courses, because of Partnership in Validation schemes being implemented, and because of the creation of the new National Advisory Body planning public sector higher education.

Under the "very loose" relationship the complete independence of the validating bodies is seen as the prime aim, leading to inevitable inconsistency in assessments. Under the "loose" relationship many types of formal contact would be possible, allowing each body to work separately but in a coordinated manner. There would be a common committee structure or members of the funding body could have concurrent experience of validation.

Under the "tight" relationship the validating body could become the

academic arm of the funding body. The validating body could offer advice and information, or it could share in the decisions of the funding body.

"This view has been adopted by the CNAA but it is not altogether clear why this should be unless it is thought that the funding body does not have the capacity to interpret what it has been told. Indeed it could be argued that in many ways it would be better if validation bodies confined themselves to the proffering of advice and take no part at all in the actual decision making," Mr Lewis writes.

"This would aid their relationships with their client institutions, which would otherwise be likely to be harmed if the validation body is seen to be a party to, what will inevitably be, from time to time, harsh decisions made by the funding body."

Under the "very tight" relationship validation and funding are carried out by the same body, and of course this would have a significant impact

on the work of the validation bodies. In a period of retrenchment academic institutions might well be expected to be "highly defensive" about validation, with the danger that they try to hide their weakness, Mr Lewis continued. Certainly the CNAA's Partnership in Validation concept is likely to be strained. For this reason and because course approval and funding decisions have different timescales, separation of the two bodies appears attractive.

Two other drawbacks to a "tight or very tight" relationship would be the creation of an undue concentration of academic power in one body, and the weakening of consistency in decision making, which is particularly important in validating decisions - how good is a course relative to others? - but not so important in funding decisions.

Mr Lewis concluded that while in the short term there is a strong case for keeping the two exercises separate but with formal contacts established, in the medium and longer

terms, the subject of current debate, the validating bodies should be merged with the funding bodies.

This is in some measure to save costs, rationalizing the system of data collection, but largely because as public sector institutions mature the need for their courses to be validated by an external agency becomes less urgent.

Institutions could be validated by a system of accreditation, and course approvals could be replaced by programme approval leaving considerable freedom with academic boards. But institutions would be restricted by funding limits and student targets.

Thus duplication of effort at the national level, and problems faced by institutions dealing with numerous external agencies, could both be reduced at a stroke if the validating and funding bodies were merged under this scenario. It could also help to eradicate the binary line, Mr Lewis argued, because universities already have such a funding/validating body in the shape of the UGC.

# Improving quality by changing conditions

Dr Peter Knight, Pro-Assistant Director of Plymouth Polytechnic, gave a paper on the terms and conditions of service of academic staff. His summary appears below.

The main question that must be answered by any analysis of terms and conditions of service of academic staff is how can these terms and conditions be changed in the 1990s so as to improve both the quality and quantity of higher education. However, it must be accepted that rapid and radical solutions are not available as there is tremendous inertia in all matters associated with salaries and conditions of service.

Mr Lewis outlined a series of models describing the type of relationship possible between the two bodies, ranging from "very loose", to university lecturer scale.

It is perhaps unfortunate that the public sector scale is one of the longest single scales in the whole of public employment. It is largely age-related with extensive use being made of age as the point at 26. In terms of employment practice that scale is unimaginative, clogging and designed to discourage creativity and eliminate incentives. Once appointed an employee creeps towards the maximum with only minor variations in speed.

There are further contrasts between the sectors in conditions of service. Public sector colleges are governed by a national agreement that specifies the maximum class contact hours required of a lecturer. The concept of such an agreement would seem completely alien to the universities.

The weakness of this approach is its implicit assumption that class contact hours are a reliable measure of work load on an individual. This is a dangerous generalization in higher education.

While it is certainly true that if the contact hours exceed the maximum required then unreasonable demands are being made, it is not necessarily true that teaching loads below the maximum are satisfactory when other duties are included.

There are further contrasts between the sectors in conditions of service. Public sector colleges are governed by a national agreement that specifies the maximum class contact hours required of a lecturer. The concept of such an agreement would seem completely alien to the universities.

The weakness of this approach is its implicit assumption that class contact hours are a reliable measure of work load on an individual. This is a dangerous generalization in higher education.

While it is certainly true that if the contact hours exceed the maximum required then unreasonable demands are being made, it is not necessarily true that teaching loads below the maximum are satisfactory when other duties are included.

The existence of the concept of maximum teaching hours also creates pressure on college managements to use up the hours, leading to over-teaching in a misguided search for an elusive measure of efficiency. There are substantial weaknesses in the concept of a class contact hour approach in higher education.

In conclusion it must be argued that there are only minor opportunities for change in salaries and conditions of service to influence higher education provision in the 1990s. An example might be that incentives could be given to encourage long term secondments to industry, commerce and the professions so that staff were disadvantaged by being more mobile in their employment.

Perhaps there would be an advantage in specifically encouraging transfers between the university and public sector. If the acknowledged route to a senior lectureship for an Oxford don relied on his spending two years as a Lecturer II at the local polytechnic then the binary line would be crossed with alacrity.

It is unrealistic and counter-productive to suggest radical changes in pay and conditions of academic staff in the 1990s simply because both employers and employees have a strong vested interest in defending the status quo, even when both sides might be prepared to acknowledge privately deficiencies and anomalies. If radical solutions are required for higher education in the 1990s then they should be sought other than in change in the salaries and conditions of service of academic staff.

Mr Alan Maynard, reader in economics at the University of York, gave a paper on privatization and the market mechanism in higher education. His summary appears below.

The objective of this paper is to evaluate critically the proposals that have been made to replace the present system of student grants with student loans. The arguments of the liberal marketeers who favour loans are set in an ideological framework (section 1) and then elaborated (section 2). The liberal nirvana is then compared with the reality of the marketplace and it is argued that the debate about loans has confused theoretical and empirical issues: most of the contested outcomes are empirically issues which can only be resolved by experimentation. Some doubt is cast on the notion that a competitive market, in higher education, can be created and made to work efficiently. However the very same forces that inhibit the workings of the competitive market, inhibit the working and improvements in the efficiency of existing institutions. The final section addresses the question of how these institutions could be made to work more efficiently.

Most advocates of schemes of student loans are adherents of the liberal ideology although many varying views can be seen among these people. They prefer the unbridled use of market forces. The objective of these liberals is to allocate HE resources according to willingness and ability to pay and perhaps with some constraint about access (minimum standards) for those without the ability to pay. This ideological position is best served, according to the liberal paradigm, by the private production (ownership and provision) and private finance of higher education.

The liberal sex student loans as a method of reducing resource misallocation (inefficiency) in HE. Students with loans might be given the freedom to choose universities and

courses which suited their preferences. Those institutions and courses which failed to attract custom would go out of business and the process of choice-making would generate information about performance and incentives for academics to strive after efficiency. The distributional views of the loan advocates vary from e.g. Peacock and Wiseman who favour some redistribution to e.g. Mishan who favours a full cost loan scheme, i.e. the full cost of education is financed and repaid by the student.

Some problems with these schemes are analysed. The difficulties of liberalizing entry to the HE market (accreditation) are argued to pose significant barriers to entry and competition. Another problem is the basis of the loans calculation: should it be full cost or part cost? who should provide loans, the public or the private sector?

The effects of the loans schemes will depend on the nature of the market response to refinancing i.e. it is argued that producers are likely to form coalitions to use their monopoly power to serve their own rather than the students' interests. The abolition or reduction of such powers may reduce producers' (academics) some and cause unemployment. Such competitive and efficiency objectives are likely to be opposed vigorously by interest groups. However such "market realities" are empirical issues: their exact nature has to be determined in experiments, not in the myths created by visions in the minds of competing gazers into alternative crystal balls!

It seems that the challenges facing policy-makers in the liberal and collectivist traditions are very similar. Supply side (producer) inefficiencies,

# Creating a competitive market

courses which suited their preferences. Those institutions and courses which failed to attract custom would go out of business and the process of choice-making would generate information about performance and incentives for academics to strive after efficiency. The distributional views of the loan advocates vary from e.g. Peacock and Wiseman who favour some redistribution to e.g. Mishan who favours a full cost loan scheme, i.e. the full cost of education is financed and repaid by the student.

Some problems with these schemes are analysed. The difficulties of liberalizing entry to the HE market (accreditation) are argued to pose significant barriers to entry and competition. Another problem is the basis of the loans calculation: should it be full cost or part cost? who should provide loans, the public or the private sector?

The effects of the loans schemes will depend on the nature of the market response to refinancing i.e. it is argued that producers are likely to form coalitions to use their monopoly power to serve their own rather than the students' interests. The abolition or reduction of such powers may reduce producers' (academics) some and cause unemployment. Such competitive and efficiency objectives are likely to be opposed vigorously by interest groups. However such "market realities" are empirical issues: their exact nature has to be determined in experiments, not in the myths created by visions in the minds of competing gazers into alternative crystal balls!

It seems that the challenges facing policy-makers in the liberal and collectivist traditions are very similar. Supply side (producer) inefficiencies,

the subject of current debate, the validating bodies should be merged with the funding bodies. This is in some measure to save costs, rationalizing the system of data collection, but largely because as public sector institutions mature the need for their courses to be validated by an external agency becomes less urgent.

Institutions could be validated by a system of accreditation, and course approvals could be replaced by programme approval leaving considerable freedom with academic boards. But institutions would be restricted by funding limits and student targets.

Thus duplication of effort at the national level, and problems faced by institutions dealing with numerous external agencies, could both be reduced at a stroke if the validating and funding bodies were merged under this scenario. It could also help to eradicate the binary line, Mr Lewis argued, because universities already have such a funding/validating body in the shape of the UGC.

sustained by restrictions on entry to the market, little evaluation of practice, insufficient definition and enforcement of practice standards, and few incentives for academics to be efficient allocators of society's scarce h.e. resources, exist and must be challenged wherever they exist. Student loans may improve the capacity of the demanders of education to influence and improve HE. However such pressures will have to be supplemented by radical changes on the supply side of the industry, too. In particular:

1. Price and quality competition between institutions.
2. Freer entry to new entrants to the HE market.
3. Institutional income should be determined by their capacity to attract students not by the whims of government.
4. Academics might be given tenure but their income should be determined by their performance (measured objectively) in teaching, research and administration. The inefficient academic could have tenure and, in the extreme case, no income, as can happen in the USA.
5. Academic incomes, if determined by performance, would provide incentives for efficient performance and innovation in the use of h.e. capital facilities.

The role of the Government should be to determine the level of public investment in students and research. Once this policy is determined, the HE institutions should be left to compete in price and quality for students. This policy could be augmented by student loans but could exist without them. However it is likely because of public expenditure constraints, that loans will be introduced. It will be hoped that this innovation will be accompanied by an active policy to create inefficiency among suppliers because if this does not take place we may merely replace one system of finance with another, with little improvement in resource allocation.

The role of the Government should be to determine the level of public investment in students and research. Once this policy is determined, the HE institutions should be left to compete in price and quality for students. This policy could be augmented by student loans but could exist without them. However it is likely because of public expenditure constraints, that loans will be introduced. It will be hoped that this innovation will be accompanied by an active policy to create inefficiency among suppliers because if this does not take place we may merely replace one system of finance with another, with little improvement in resource allocation.

The role of the Government should be to determine the level of public investment in students and research. Once this policy is determined, the HE institutions should be left to compete in price and quality for students. This policy could be augmented by student loans but could exist without them. However it is likely because of public expenditure constraints, that loans will be introduced. It will be hoped that this innovation will be accompanied by an active policy to create inefficiency among suppliers because if this does not take place we may merely replace one system of finance with another, with little improvement in resource allocation.

For the younger Schlegel, the egalitarian citizen and aggressive ego were only completed by the poetic essence of the artist. It was a specifically Romantic ambition to convince a society of unimpaired philistines that the artist was the only true human being. Even the most spectacular manifestations of the last decade of the eighteenth century were only preliminary, provisional experiments in search of a poetic state as the basic constituent of the human soul and a poetic state (with a Super spirit in charge) which would make all political constitutions superfluous.

The rise of the German Romantic movement coincided closely with the accession to the Prussian throne of Friedrich Wilhelm III. This indecisive and uninspired monarch, whom Engels dismissed as "one of the greatest blockheads who ever sat on a throne", had every reason to trend towards the right.

The aftermath of the French Revolution had sparked off all sorts of explosively inordinate claims in the heads of German intellectuals. So much the more must be relieved when he leaped through the pages of the *Presfliche Vorkauer* a staunchly monarchist periodical, which greeted emphatically the new ruler and his queen. In 1806 he not only bowed and even embraced by all the Byzantine prostrations except for one contribution which he "regularly didn't quite understand."

It was a bunch of apothorisms called "sort of tribute to royalty; but what the ministers made no sense of" and it was decided prophylactically to bin whatever else came from that obscure corner of the poetic realm.

The offending author was a salmme inspector in Thuringia who wrote under the pen name Novalis; there were rumours in court circles that he was a nephew of his Majesty's highest ranking administrator, the reformer Hardenberg, who, together with Freiherr von Stein prepared legislation to free the peasant serfs in Prussia against the combined resistance of the Junkers and the king himself.

It is worth looking a bit closer at those incomprehensible fragments, as the Romantics called all their products. They certainly were odd variations on Schlegel's three tendencies, rather paradoxical political exercises which seemed to play into the hands of totalitarian charlatans rather than on the keyboard of an ideal state. In Novalis' vision the state is a "royal work of art" and whereas "a tasteful park was an English achievement, a country which satisfies heart and spirit is truly a German invention".

# The German Romantics confused art and politics. Wolfgang Held looks at the sinister consequences

## The emancipation of the individual

"The poetic state is the only true and perfect state". This was one of many terse and puzzling political statements a new generation of rather supercilious German poets and critics coined at the end of the eighteenth century to shock the philistines, to admonish the political rulers and to greet a new era dominated by the three great tendencies of the time: the French Revolution, Fichte's philosophy of knowledge and Goethe's novel, *Wilhelm Meister*.

Friedrich Schlegel, head and wit of a clique which later would be known as the "Romantic school", had insisted on the rather bold combination of historical event, philosophical speculation and literary achievement. What those three *Tendenzen* should have in common, and why they were termed "tendencies", eluded most readers; this incomprehensibility unfortunately meant an early demise for the budding Romantics' periodical *Athenäum*, and it was mainly through magazines, of course, that writers could hope to influence political affairs.

So what did they have in common, the three great tendencies of their time? Their common Romantic denominator was the emancipation of the individual from feudal, objectivist and philistine constraints. This liberation was seen as a permanent educational process and progress called *Bildung* (rather self-perfection than education as in the usual translation) which inevitably reached out to a metaphysical dimension. Fichte might think the only existing reality was the ego, and even this is only real insofar as it acts. In its actions the ego reveals the world as a tangible, visible and coherent system: a reflection of the ego in itself. More fully reflecting the world was not a worthy feat; the ego must conquer, transform and decode the non-ego (the term for anything untouched by the ego's grasp) and create a new "realm of freedom" and goodness. This vigorously reckless vision of the destination of man entailed a whole chain of defamation and persecution for its author - notably for atheism and revolutionary republicanism. In later years, he became the stimulator of a new force, patriotism, and hoped create a virulent new political myth which was to overshadow the philosophy of Romantic self-redemption.

For the younger Schlegel, the egalitarian citizen and aggressive ego were only completed by the poetic essence of the artist. It was a specifically Romantic ambition to convince a society of unimpaired philistines that the artist was the only true human being. Even the most spectacular manifestations of the last decade of the eighteenth century were only preliminary, provisional experiments in search of a poetic state as the basic constituent of the human soul and a poetic state (with a Super spirit in charge) which would make all political constitutions superfluous.

The rise of the German Romantic movement coincided closely with the accession to the Prussian throne of Friedrich Wilhelm III. This indecisive and uninspired monarch, whom Engels dismissed as "one of the greatest blockheads who ever sat on a throne", had every reason to trend towards the right. The aftermath of the French Revolution had sparked off all sorts of explosively inordinate claims in the heads of German intellectuals. So much the more must be relieved when he leaped through the pages of the *Presfliche Vorkauer* a staunchly monarchist periodical, which greeted emphatically the new ruler and his queen. In 1806 he not only bowed and even embraced by all the Byzantine prostrations except for one contribution which he "regularly didn't quite understand."

It was a bunch of apothorisms called "sort of tribute to royalty; but what the ministers made no sense of" and it was decided prophylactically to bin whatever else came from that obscure corner of the poetic realm. The offending author was a salmme inspector in Thuringia who wrote under the pen name Novalis; there were rumours in court circles that he was a nephew of his Majesty's highest ranking administrator, the reformer Hardenberg, who, together with Freiherr von Stein prepared legislation to free the peasant serfs in Prussia against the combined resistance of the Junkers and the king himself.

It is worth looking a bit closer at those incomprehensible fragments, as the Romantics called all their products. They certainly were odd variations on Schlegel's three tendencies, rather paradoxical political exercises which seemed to play into the hands of totalitarian charlatans rather than on the keyboard of an ideal state. In Novalis' vision the state is a "royal work of art" and whereas "a tasteful park was an English achievement, a country which satisfies heart and spirit is truly a German invention".

The poetic quality of such a state apparently arises from the fact that its citizens would not demand "a chicken with rice every Sunday" but would instead thank God for the happy coincidence to be born in this country.

The absence of self interest and material considerations would bring about a "most beautiful, poetic form of society" where, absorbed in the pursuit of self-perfection, the subjects would joyfully pay all the taxes imposed on them and happily celebrate the advent of eternal peace.

The king, as personification of fate, and abbreviation of all human intelligence and progress, would render all constitutions superfluous since only love and faith would be needed to hold people together. Novalis' ethereal dismissal of such "pappy cement gluing people together" must have sounded agreeable to a monarch who, apart from wearing pantaloons on Unter den Linden, would make no concessions to the revolutionary spirit.

A constitution to guarantee public happiness, or rather a whole set of such contracts for the numerous German States, was sited on the agenda of the Viennese Congress in 1815. The assembly implemented the unwelcome innovation. As late as 1837, the Brothers Grimm, the famous collectors of folktales, lost their jobs when they protested with five other academic teachers against a breach of the constitution by the Duke of Cumberland, the new Hanoverian ruler. When questioned about the exit of the Göttingen Seven, the Duke muttered contemptuously: "Professors, prostitutes and ballet dancers are never in short supply".

Back in the decade of the three great tendencies, the enthusiasm for a German Declaration of Human Rights was not even shared by all the poets and philosophers. Of course there were the idealistic propagandists of republicanism - Georg Forster, Fichte and, initially, Schlegel as well - who saw in a German civilisation a kind of new gospel, the situation a kind of new gospel, the result of autonomous thinking, useful knowledge and attributed this noble passion to the German nation, conceded nevertheless that it promoted the pursuit of abstract truth rather than of happiness and that it looked suspiciously like fanaticism in its native variety. Sceptics too were the poetic authorities in; Welmar and Jena: Schiller was convinced that the republican constitution in France would degenerate into anarchy and that the only remedy would be the appearance of a strong man; Goethe disapproved of his sovereign Karl August, one of the few German princes who kept his promise and issued a constitution. Much as the Romantics may have detested Schiller's political vagaries and philistinism, they eventually sublimated the impact of the first great tendency, the French Revolution, into an entirely spiritual emancipation with Fichte and Goethe as the patron saints, a development called progress-



Schiller: convinced France needed a strong man

whose staunch opposition to the economic liberalism of Adam Smith, to Parliamentaryism and free thinking, nevertheless still harboured some critical aspects of the rising bourgeoisie. Karl Marx acknowledged, thirty years later and somewhat ironically, this last flower of "feudal socialism, half ego, half idiosyncrasy, half relapse into the past, half threats for the future, hitting the bourgeoisie squarely but always rather comical in its entire inability to comprehend the progress of modern history".

There are nevertheless at least two aspects of early Romantic politicizing which, perhaps unwittingly, seem to anticipate if not initiate certain features of the relationship between writers and politicians (Peter and Machi), a relation which proved to be particularly fraught with distrust and ridden with contempt.

One such feature was the notion of the Prince as Artist; that the ruler should direct his people and his armies as for the cameras of a Hollywood picture, and shape his subject as a supreme sculptor. "His will is his chisel" - certainly Novalis, in writing this dictum, expected the starkest artist to create the new Romantic Adam, but the sovereign addressed Novalis went on to lecture, should not be administered like a theatre, but must be directed by a theatre.

On this stage everybody ought to be a king just as everybody ought to be an artist. Everybody was "throne-worthy" and it was up to the new monarch to educate his people in their roles as royal republicans. "No king without a republic!"

While Napoleon, the "comet of the Universe on horseback" - swept over Europe with his *grande armée*, holding the petty German kings and counts in the same time both infraterritory and law in the occupied territories; while only hesitating and half-heartedly the forces of resistance began to assemble in the spirit of the "Holy Alliance" (the Romantics abandoned all their colourfull ideas about the poetic state and now supported religious, political and social restoration. This reaction, and course to medieval, models of government was to dominate Europe after the defeat of Napoleon up to the "mistring" eventually settled in the Schlegel eventually published Vienna preliminary sociological, historically-oriented journal, *Concordia*.

More constructive advice was forthcoming from the poet's corner and, mad or not mad, it didn't go unheeded; it may even have shocked the king and his entourage to the core of their *raison d'être*: the state and flattered in this way, should Novalis went on to lecture, should not be administered like a theatre, but must be directed by a theatre. On this stage everybody ought to be a king just as everybody ought to be an artist. Everybody was "throne-worthy" and it was up to the new monarch to educate his people in their roles as royal republicans. "No king without a republic!"

There are nevertheless at least two aspects of early Romantic politicizing which, perhaps unwittingly, seem to anticipate if not initiate certain features of the relationship between writers and politicians (Peter and Machi), a relation which proved to be particularly fraught with distrust and ridden with contempt.

One such feature was the notion of the Prince as Artist; that the ruler should direct his people and his armies as for the cameras of a Hollywood picture, and shape his subject as a supreme sculptor. "His will is his chisel" - certainly Novalis, in writing this dictum, expected the starkest artist to create the new Romantic Adam, but the sovereign addressed Novalis went on to lecture, should not be administered like a theatre, but must be directed by a theatre.

On this stage everybody ought to be a king just as everybody ought to be an artist. Everybody was "throne-worthy" and it was up to the new monarch to educate his people in their roles as royal republicans. "No king without a republic!"

While Napoleon, the "comet of the Universe on horseback" - swept over Europe with his *grande armée*, holding the petty German kings and counts in the same time both infraterritory and law in the occupied territories; while only hesitating and half-heartedly the forces of resistance began to assemble in the spirit of the "Holy Alliance" (the Romantics abandoned all their colourfull ideas about the poetic state and now supported religious, political and social restoration. This reaction, and course to medieval, models of government was to dominate Europe after the defeat of Napoleon up to the "mistring" eventually settled in the Schlegel eventually published Vienna preliminary sociological, historically-oriented journal, *Concordia*.

More constructive advice was forthcoming from the poet's corner and, mad or not mad, it didn't go unheeded; it may even have shocked the king and his entourage to the core of their *raison d'être*: the state and flattered in this way, should Novalis went on to lecture, should not be administered like a theatre, but must be directed by a theatre. On this stage everybody ought to be a king just as everybody ought to be an artist. Everybody was "throne-worthy" and it was up to the new monarch to educate his people in their roles as royal republicans. "No king without a republic!"

There are nevertheless at least two aspects of early Romantic politicizing which, perhaps unwittingly, seem to anticipate if not initiate certain features of the relationship between writers and politicians (Peter and Machi), a relation which proved to be particularly fraught with distrust and ridden with contempt.

promoter of terrorism (for a book he obviously hadn't read).

The most impressive confrontation of imperial and literary authority was staged in Erfurt in 1808. It was there that Goethe was permitted to see how Napoleon dealt with more important matters than literature: the news from Poland, the "contributions" problems with the German vassals. Then when the Emperor fixed his eye on the man of letters, Goethe listened respectfully to how the Corsican Superman rated *Werther*, the famous heart-breaking novel which he had carried in his pocket over all the battlefields and claimed to have read seven times. After such a thorough perusal he had decided that the combination of ambition and love in one character was unnatural and absurd; one was either ambitious or in love, said Napoleon, who knew. He was even harsher in his assessment of the *Drama of Destiny*. "Destiny?" he snorted contemptuously. "it's politics now which is destiny!" And with that he turned away to discuss those contribution affairs with his officers.

While the notion of the Prince as arbiter of artists (and vice versa) was at least potentially dramatic, the second ingredient of the poetic state, ominously, is the opposite, a resigned and frustrated aversion from "dirty" politics which from the Biedermeier period to the Nazireich became the prevailing attitude of the cultured German.

In his political maxims, Novalis makes the rather surprising statement: "The best state consists of indifferentists". He goes on to extol the virtues of this particular brand of non-contribution to the running of a community; he attributes it to the insight gained by marriage, an institution which breeds in the individual a strong desire for "order security and peace". Since political reality rarely complies with such honourable cravings, the ideal citizen is well advised to shut his eyes and look for satisfaction into his mystic inner self which, in the mingling of Novalis' often compares with a gold mine. In their splendid indifference those married quietists can "laug about the antics of their contemporaries and withdraw from all evil. We know that E. T. A. Hoffmann hate newspapers and political debate. During the siege and cannonade of Dresden in 1813, he wrote his fair tale *The Golden Pot* and most of his *Novels*. And the disaster and disorder of 1813, he wrote his *Novels*. In their splendid indifference those married quietists can "laug about the antics of their contemporaries and withdraw from all evil. We know that E. T. A. Hoffmann hate newspapers and political debate. During the siege and cannonade of Dresden in 1813, he wrote his fair tale *The Golden Pot* and most of his *Novels*. In their splendid indifference those married quietists can "laug about the antics of their contemporaries and withdraw from all evil. We know that E. T. A. Hoffmann hate newspapers and political debate. During the siege and cannonade of Dresden in 1813, he wrote his fair tale *The Golden Pot* and most of his *Novels*.

There are nevertheless at least two aspects of early Romantic politicizing which, perhaps unwittingly, seem to anticipate if not initiate certain features of the relationship between writers and politicians (Peter and Machi), a relation which proved to be particularly fraught with distrust and ridden with contempt.

One such feature was the notion of the Prince as Artist; that the ruler should direct his people and his armies as for the cameras of a Hollywood picture, and shape his subject as a supreme sculptor. "His will is his chisel" - certainly Novalis, in writing this dictum, expected the starkest artist to create the new Romantic Adam, but the sovereign addressed Novalis went on to lecture, should not be administered like a theatre, but must be directed by a theatre.

On this stage everybody ought to be a king just as everybody ought to be an artist. Everybody was "throne-worthy" and it was up to the new monarch to educate his people in their roles as royal republicans. "No king without a republic!"

While Napoleon, the "comet of the Universe on horseback" - swept over Europe with his *grande armée*, holding the petty German kings and counts in the same time both infraterritory and law in the occupied territories; while only hesitating and half-heartedly the forces of resistance began to assemble in the spirit of the "Holy Alliance" (the Romantics abandoned all their colourfull ideas about the poetic state and now supported religious, political and social restoration. This reaction, and course to medieval, models of government was to dominate Europe after the defeat of Napoleon up to the "mistring" eventually settled in the Schlegel eventually published Vienna preliminary sociological, historically-oriented journal, *Concordia*.

More constructive advice was forthcoming from the poet's corner and, mad or not mad, it didn't go unheeded; it may even have shocked the king and his entourage to the core of their *raison d'être*: the state and flattered in this way, should Novalis went on to lecture, should not be administered like a theatre, but must be directed by a theatre. On this stage everybody ought to be a king just as everybody ought to be an artist. Everybody was "throne-worthy" and it was up to the new monarch to educate his people in their roles as royal republicans. "No king without a republic!"

There are nevertheless at least two aspects of early Romantic politicizing which, perhaps unwittingly, seem to anticipate if not initiate certain features of the relationship between writers and politicians (Peter and Machi), a relation which proved to be particularly fraught with distrust and ridden with contempt.

# History in the eye of the beholder

## Social science history makes an essential contribution to national cultural understanding, argues Robert Morris

The recent policy document issued by Michael Posner, the chairman of the Social Science Research Council (September 1981) raises a number of questions for historians writing within the context of a social science discipline.

At issue here is not just the scattering of historical work among the new standing committees of council. The fragmentation of demographic history, labour and business history, urban history and social and economic history under different headings may have some virtues.

These will be outweighed by the damage done unless social science historians consider explicitly the social, cultural and academic value and need for their work. This is more important as the discussion document implicitly turns aside from this task and tucks the awkward fragments of the old economic and social history committee into holes and corners.

The objectives of the new structure are clearly stated - "to advance understanding both of current issues of public importance and of fundamental questions about the working of society."

History need not be quite either of these. Such statements place its practitioners in danger of being relegated to a place writing background papers for policy studies and theoretical innovators. We are good at both of these, but a case must also be made for the essential virtues and unity of social science history in its own right.

Historians and the SSRC must recognize that the practice of social science history is a "theme" within the meaning of the new structure. Historians have major responsibilities towards the other disciplines, which in their turn ignore social science at their peril.

Such a history involves a study of the past which consciously uses theory, indeed plunders the whole knowledge bank of social science theory to ask questions and direct inquiry into the raw material of history. This strategy and the insistence of the discipline of the documents means that the historian is best placed to preserve a view of the essential unity of human behaviour and relationships.

Individuals do not divide their lives into social, economic, educational and environmental as Mr Posner's committees have to do. In the current condition of both social science and public policy, a discipline which preserves this sense of unity is more vital than ever.

There is a dangerous division within the social sciences. On the one hand are the resource-conscious social sciences grouped around economics with their precise awareness of the mechanisms for the creation and allocation of wealth but with little analysis of human motivation. On the other hand there are the disciplines gathered around sociology and social administration with an equally acute awareness of human motivations, perceptions and "rights" but little regard for resource creation and availability.

When C. P. Snow wrote of the dangerous divide between the two cultures of science and the arts, he looked to social history as one means of bridging the gap. Social science history should be an even more potent agent for bridging the gap within its own traditions of study.

One outstanding example in the 1960s was the application of economic growth theory to the study of the British Industrial Revolution following the "Stages of Economic Growth" theory of W. W. Rostow. The close examination of innovations to a consideration of motivation and social structure. So wide-ranging did the discussion become that one historian complained that the cause of the industrial revolution would be planned on party grounds. After learning from that discussion no one could doubt the complexity and interconnected nature of human society.

More important even than this is the part which history plays in the creation of national culture. In the

creation of group identities and self-awareness. Such a culture is more than the trimmings of social life. The moods, perceptions and interactions guided by our sense of history can influence and set the atmosphere for policy decisions.

The labour movement has always affirmed its identity by writing and rewriting its history from the days of the Webbs to the work of the modern labour history societies. History is helping to form other identities.

One important feature of the feminist movement has been the rewriting of women's history. This is no longer the history of "exceptional" women (the Florence Nightingale type of presentation). That form tended to imply that women did little unless they were exceptions. As it is now being rewritten women's history seeks an understanding of women as a group in the past, and so gives cultural support to the identity of the variety of campaigns and ambitions which are labelled feminism. This has made women's history one of the most alive and creative areas of social science history in the past ten years.

With the examples of labour and women's history in mind, it is clear that one of the most glaring omissions from current historians' contribution to the task of forming identity is the lack of any adequate history of black people in Britain.

The inadequate British culture with its/or/pressed or immigrant/host, which are at best misleading and at worst dangerous. British culture still assumes that a black presence in Britain dates from post-1945, yet in 1764 there were believed to be some 20,000 negro servants in London alone.

The lead in filling this gap has been taken by students of literature and by historians of the British overseas working in traditional history departments. The publication of Oswald Equiano's *Travels* by Paul Edwards and a recent symposium in *History Today* show something of what is being done. Such a task should not be left without the conceptual clarity and sense of social structure social science can give.

This clarity needs an historical dimension. Historians have a sense of change over time and an experience of the close engagement of abstract concepts with documentation. This gives a sense of the social creation of both concepts and information which should act as a caution and give a sense of perspective to social policy makers and other social scientists.

Any family policy or moral statement based upon dreams of a golden age past of large extended mutually supportive families should long ago have been halted by the work of Peter Laslett, the Cambridge Group for the Study of the History of the Population, and the writing of Michael Anderson on the family in early nineteenth-century Lancashire.

Peter Hall recently tried to place the despair over the current economic crisis in perspective with an account of the Kondratieff cycle (*New Society* 26 March, 1981). Like a cluster of innovations which tend to appear every 50 years or so and send the world's industrial economy into a period of "stagnating" growth. What concepts are dismissed "money" becomes very relevant. In historical perspective it appears not as a hard universal category, an "unchanging

object of policy, but as a mutable and socially created category, its definition as slippery as a cloud.

"M3" which causes so much excitement is but a moment in history as we can see when the change of a mortgage loan from a building society to a bank loan changes it from "not money" to "money". Those who find "race" such an implacable feature of social relationships should place themselves in the 1890s. An argument about racialism would start with the Saxons and Celts and perhaps move on to the Jews.

Whatever social scientists do they will be living in a society which is using history to create and recreate its own identity. Look at the wealth of museums which Britain has. Watch the way in which history creeps into current political arguments. We are frequently warned never to return to the 1930s, a period which historians know to be characterized by import controls, low levels of arms spending and low interest rates.

More sinister is the manner in which Churchill is being used in an almost totemic way by right and left-wing polemicists. Michael Farrell, an able historian of the Northern Irish state, appeared recently in the *New Statesman* recently under the heading "Why Churchill would have denounced Thatcher's Irish policy".

The claim may be right or it may be wrong but it ignores the very different social and economic structures in which the two decision-makers operated. Churchill as the great leader and Dunkirk as the British substitute for the storming of the Bastille also appeared after the summer riots when the *News of the World* (July 12, 1981) asked "When is Churchill? ... Our bleeding country is crying out for leadership ..."

Needless to say no hint of a sense of social structure entered this piece of modern newspaper.

How much more valuable as a means of promoting understanding was the *New Society* (August 15, 1981) account of the riots of 1919 which showed clearly that Brixton and Toxteth were not "unprejudiced". That response and its quality was only possible because of the availability of a social historian, Jerry White, who had worked with the rioters and creativity which would be denied by the new SSRC rubric on relevance and fundamental research.

Yet as a small contribution to getting a sense of proportion into reactions to the riots the article was important. It is no good slotting such historians, knowing that their projects and applications will be judged by those closely involved with current problems, will be under intense pressure to accept the categories of current social science analysis and policy discussion thus casting aside the inherent virtues of history.

Social science history faces many difficulties if it is to make a major contribution to national cultural understanding. Accessibility is one. Availability of media and the operation of much social science language are key problems. British culture is going to be influenced by its sense of history. It should be guided by the clarity, the sense of social structure, of personal and group action which is social science at its best. It should be guided by the perspective, the awareness of the social creation of categories and information which the trained historian can give. Because the efficient practice of social science history within the academic world is threatened, we need to discuss its purpose and nature more explicitly and forcefully than ever before.

Given that the "new structure" looks like being with us for some time, it is essential either that social science history is accepted as a "theme" in its own right, or that the intellectual case for the unity and integrity of that history is made and accepted throughout the SSRC.

The author is a lecturer in the department of economic history at the University of Edinburgh.

# BOOKS

## The rise and fall of radicalism

Gareth Stedman Jones

*The Cause of Truth: radicalism in Britain 1796-1821*

John Bone

London University Press, £19.50

ISBN 0 19 821887 7

*Chartism 1838-1848*

David Goodway

London University Press, £22.50

ISBN 0 521 23867 6

*The Line of Freedom: Feargus O'Connor and the Chartist Movement, 1832-1842*

James Epstein

London Hein, £14.95

ISBN 0 85664 922 8

Between 1760 and 1850, the British was recurrently threatened by the challenge of radicalism. From the time of John Wilkes and the American Revolution to the last and hopeful insurrections in London and the West Riding in 1848, there was not a decade in which the governing class could feel their rule fully secure. The sort of threat did radicalism pose and why was it a phenomenon so intractably associated with these years?

Answers to these questions cannot be confined to a study of the radicals themselves. On their own, radicals were felt, in Hazlitt's words, "a rope of sand" confronting a "rock of marble". In the worst years they felt themselves to be faced as much by a hostile population as a hostile state.

By the very volatility of the political situation was one of the preconditions for the continuous existence of radicals in these years. Phases of stability were never long enough for the radical party were set in, or for radicals to be lulled into a false sense of security.

How much more valuable as a means of promoting understanding was the *New Society* (August 15, 1981) account of the riots of 1919 which showed clearly that Brixton and Toxteth were not "unprejudiced". That response and its quality was only possible because of the availability of a social historian, Jerry White, who had worked with the rioters and creativity which would be denied by the new SSRC rubric on relevance and fundamental research.

Yet as a small contribution to getting a sense of proportion into reactions to the riots the article was important. It is no good slotting such historians, knowing that their projects and applications will be judged by those closely involved with current problems, will be under intense pressure to accept the categories of current social science analysis and policy discussion thus casting aside the inherent virtues of history.

Social science history faces many difficulties if it is to make a major contribution to national cultural understanding. Accessibility is one. Availability of media and the operation of much social science language are key problems. British culture is going to be influenced by its sense of history. It should be guided by the clarity, the sense of social structure, of personal and group action which is social science at its best. It should be guided by the perspective, the awareness of the social creation of categories and information which the trained historian can give. Because the efficient practice of social science history within the academic world is threatened, we need to discuss its purpose and nature more explicitly and forcefully than ever before.

Given that the "new structure" looks like being with us for some time, it is essential either that social science history is accepted as a "theme" in its own right, or that the intellectual case for the unity and integrity of that history is made and accepted throughout the SSRC.

The author is a lecturer in the department of economic history at the University of Edinburgh.

force to regain office. Governed by this need and the legacy of their own libertarian rhetoric, they were forced periodically to court radicals and afford them protection. But while Whigs from the outset ascribed their exclusion to the evil advisers of the Crown, radicals extended the critique to Parliament, the system of representation and the corrupt nature of the whole political system in which the Whigs had played such a predominant part. Thus Whigs and radicals, despite their mutual suspicions and dislike, remained uneasily harnessed to each other at least until the constitutional resettlement of 1832, and even as late as 1841, the Chartist Feargus O'Connor maintained "a Whig opposition to be essential to our cause".

Ideologically, too, at least until the *Edinburgh Review* began to reformish the antiquated armoury of Whiggism with arguments culled from Scottish philosophy and political economy, Whig and radical arguments remained closely related. Indeed, at its outset, radicalism was little more than an extension of what historians have called "vulgar Whiggism". It shared many of the arguments of official Whig ideology - that the English state was constitutional, anti-absolutist, parliamentary, and that disorders in civil society were to be ascribed to tyranny or lack of balance in the constitution - and employed these arguments as a critique of the existing state. New and more unequivocally democratic arguments were developed from the experience of the American and French revolutions. But the ascription of all disorder and distress to the character of the legislature remained a defining feature of radicalism in all its manifestations, and so for the mainstream radical leadership from John Cartwright through Henry Hunt to O'Connor, did the constitutionalist tone of radical argument. Even the rebellion had to be justified in terms of the duty of the citizenry forcibly to resist the incursions of the unconstitutional state.

The continuity of radical activity, even in the most difficult years, was well brought out in Anna Hone's meticulous study of radicalism in London between 1796 and 1821, *The Cause of Truth*. She convincingly contents the notion that radicalism virtually died out after 1795 or became confined to a plebeian underground. By focusing particularly on the activities of Hone Tooke and his circle she is able to demonstrate the continuity of radical activity between 1796 and 1807. Her detailed analysis of government intelligence agencies enables her to assess what sort of information was available to the government and thus to weigh up the possibility of revolutionary conspiracy in 1797-98 or in the sequence of events leading up to Colonel Despard's execution in 1802.

Her conclusion is that there was a conspiracy probably involving part of the old membership of the London Corresponding Society, Irish radicals, perhaps the French and with the probable cognisance of Tooke and Burdett. Particularly interesting is the evidence she assembles, of the ambivalence of Whig behaviour during this period, including close personal contact with some of the Irish leaders and a tacit understanding with Tooke and his followers. The absence of Whig correspondents during some of the vital months is also suggestive. Certainty on such questions is obviously impossible, but it is difficult to see how another historian could better her findings on the basis of the available conspectus.

By 1805, the appeal of conspiratorial action had declined. Burdett's good showing in the Middlesex election of 1802 foreshadowed his success in the Westminster election of 1807. Hone believes that 1807 was more of a turning point for Francis Place than for the London radical movement as a whole. Burdett's success was isolated. It engendered no

overall change in the climate of opinion. Previous radical dilemmas remained. For London leaders, options remained polarized between conspiracy and the education of public opinion. Negative memories of the London crowd during the Gordon riots and more recent experience inhibited Burdett from developing the distinctive radical tactic of postwar years - that of militant but controlled mass demonstrations accompanied by intimidating but constitutionalist platform rhetoric. Crowd action for ultra-radicals like Arthur Thistlewood and Dr James Watson was seen as an immediate prelude to uprising. For precisely the same reason Burdett evaded the opportunity of finding himself at the head of a threatening London crowd in 1810. The result was an impasse and Thomas Attwood was right later to claim that London lost the leadership of radicalism after 1810. In the following decade Burdett found himself increasingly outdistanced by the provincial, Orator Hunt.

For London leaders, the alternative to uprising was education and rational agitation. Hone explores the widespread interest of London radicals in the Lancastrian memorial schooling scheme, in Owen's theories of education. It was in this area, in the persistent struggle to forward the enlightenment of public opinion, through the development of a radical press, through a willingness to fight the libel and blasphemy laws, and through the use of trials to expose the corruption of legal and political systems, that London radicals had achieved their greatest successes by the 1820s.

The two other studies, that by David Goodway of *London Chartism* and James Epstein's picture of O'Connor, *The Lion of Freedom*, provide important insights into radicalism's final flowering and eventual collapse. Particularly important is Epstein's work on O'Connor, one of the most unjustly neglected of all nineteenth-century popular leaders. There was no subsequent O'Connor tradition. His aims and style appealed neither to Marxists nor to Fabians. Epstein's major achievement is at last to provide an adequate portrayal of O'Connor's successive northern grievances about factories and the Poor Law to a radical programme of universal suffrage. During the next three years it was O'Connor's singular achievement to build a national radical party of the working class from Scotland to Brighton, both through his innumerable speaking tours and by his novel journalistic creation, the *Northern Star* - the mental link which binds the industrious classes together.

There was nothing distinctively unbecoming hostility and it was two of his jobs - Daniel O'Connell's, that he was a "Tory radical" and John Roebuck's, that he was a "weak and cowardly demagogue" - that have dominated subsequent Chartist historiography.

Epstein sets O'Connor's "demagoguery" in the context of the radical deployment of the "platform" as it had developed from the early post-radical objections to people who made "a trade out of politics". O'Connor argued in the early 1840s for a permanent form of party organization with a paid executive and paid lecturers financed out of the profits of a party newspaper. This practice prefigured many of the leading movements, just as - unwittingly - it was his insistence upon party democratic mass agitation rather than rational reformism or conspiracy, that impressed Engels in his picture of Chartism as the first working-class party.

Another aspect of the increasing difficulties which confronted O'Connor's strategy is brought out in David Goodway's long awaited study of *London Chartism*. Goodway assembles interesting evidence of the "exiles" of Chartist sentiment among London operatives at the time of the April 10 demonstration in 1848. He convincingly demolishes the conventional myth, that there were more special constables than demonstra-



The Chartist demonstration on Kennington Common in 1848, from Cassell's History of England.

ment aggression, but a badly managed attempt to overthrow the state by force. Far from impressing public opinion and the middle class with the urgency and cogency of the Chartist case, it associated Chartism with primitive class hatred and unconstitutionality. Despite O'Connor's magnificent achievement in rallying and helping to reorganize the Chartist movement in the face of this debacle, the tactics of the platform would never again carry the same force.

Epstein also clearly demonstrates the inaccuracy of O'Connell's charge of "Tory radicalism". O'Connor served his radical apprenticeship in London and built his initial reputation there fighting around the issues of the newspaper stamp tax and the Tolpuddle prosecutions. When, as Goodway shows, a Chartist movement grew there in the early 1840s, its politics were solidly O'Connorian.

When O'Connor first went to the north in 1835, his aim was to harness northern grievances about factories and the Poor Law to a radical programme of universal suffrage. During the next three years it was O'Connor's singular achievement to build a national radical party of the working class from Scotland to Brighton, both through his innumerable speaking tours and by his novel journalistic creation, the *Northern Star* - the mental link which binds the industrious classes together.

There was nothing distinctively unbecoming hostility and it was two of his jobs - Daniel O'Connell's, that he was a "Tory radical" and John Roebuck's, that he was a "weak and cowardly demagogue" - that have dominated subsequent Chartist historiography.

Epstein sets O'Connor's "demagoguery" in the context of the radical deployment of the "platform" as it had developed from the early post-radical objections to people who made "a trade out of politics". O'Connor argued in the early 1840s for a permanent form of party organization with a paid executive and paid lecturers financed out of the profits of a party newspaper. This practice prefigured many of the leading movements, just as - unwittingly - it was his insistence upon party democratic mass agitation rather than rational reformism or conspiracy, that impressed Engels in his picture of Chartism as the first working-class party.

Another aspect of the increasing difficulties which confronted O'Connor's strategy is brought out in David Goodway's long awaited study of *London Chartism*. Goodway assembles interesting evidence of the "exiles" of Chartist sentiment among London operatives at the time of the April 10 demonstration in 1848. He convincingly demolishes the conventional myth, that there were more special constables than demonstra-

tors. Many working-class constables, as he shows, were forced to enlist on pain of losing their employment and even then "would only defend their master's property".

But perhaps the most interesting theme of his study is his treatment of the impact of the new police and their handling of the problem of order. Goodway notes how the police learnt from their mistakes in Coldbath Fields in 1833 when they left no exits by which the crowd could disperse. He also reveals how extensive police powers in the street became from 1839. By the 1840s, he cites cases of a single policeman overawing a Seven Dials crowd. "Overall", he states, "the pioneering strategy of unprovocative action and minimal violence contributed to a record of extraordinary success."

Even the bitter and potentially violent Chartist and Irish demonstration of 1848, which was dispersed with ease, and so also was the demonstration of April 10 - even though the military stood visible in reserve. Thus, if the threatening stance of the platform appeared increasingly hollow, not least of the reasons were the novel and efficient methods of crowd control developed by the police.

But Chartism had effectively been contained in 1839 and 1842 without significant assistance from the police. What the innovation of the police itself points to, is a more general recasting of the state and the constitution after 1830 which effectively cut the ground from under the radicals' feet. 1832 cut through the radical discourse of the "people". Divisions within the governing classes narrowed considerably. Whig libertarian rhetoric was transformed by the superposition of new conceptions of freedom associated with political economy. The "people" were now the working class. Their most intensely felt grievances related not to taxation, but competition, the workhouse, factory and low wages. But after 1842, even this equation between low wages and state tyranny - the core of radicalism in its Chartist form - became difficult to sustain. Working-class support ebbed. The police and the Poor Law became increasingly entrenched, middle-class support of the existing polity increasingly marked. The fire of the Chartist platform lost its power and to seem archaic and technically ridiculous. The wonder is not that O'Connor failed and finally went mad, but that he had sustained the Chartist cause with such dignity for so long.

Dr Stedman Jones is a fellow of King's College, Cambridge.

times, the circumstance 8 n. present time 121 n. time-saving

theology 9/3 n. higher education education 534 n.

supplement increment 36 n. augment 36 vb. adjunct 40 n. make complete 54 vb.

## Do words fail you when the common room copy goes missing?

It need never happen again. Just fill in the coupon below applying for a year's subscription to The Times Higher Education Supplement and you will receive a copy of the very latest Roget's Thesaurus absolutely free of charge. This handsome hardback volume specially bound for the Times Higher Education Supplement contains 1300 pages with thousands of clear and concise definitions of words and phrases in current usage. The recommended retail price is £7.95.

Please send the coupon together with your cheque for £22.50 to the address below.

This offer applies to new subscribers in the U.K. only.

Please send me my free THES Roget's Thesaurus and a year's subscription to the Times Higher Education Supplement. Enclose my cheque for £22.50. (Cheques made payable to Times Newspapers Limited)

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_ SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

Please send this coupon with your cheque to Nigel Denison, The Times Higher Education Supplement, Room 274, PO. Box 7, 200 Gray's Inn Road, London WC1A 8EZ.

540 21 00 156





# BOOKS

## Colouring the map

The New Pelican Guide to English Literature, volume one: Medieval Literature; part one: Chaucer and the Alliterative Tradition edited by Boris Ford Penguin, £2.95 ISBN 0 1402 2264 2

Medieval Writers and their Works: Middle English Literature and Its Background 1100-1500 by J. A. Burrow Oxford University Press, £9.95 and £3.95 ISBN 0 19 219135 7 and 289122 7

No youthful acquaintanceship with those small volumes that retold classical myths in elementary Latin, no Sunday school either, and therefore no great familiarity with the classics and the Bible, those twin supports of so much earlier writing - but, a professed interest in medieval literature. Publishers have not been especially quick to cater for such readers, but recently several guides, introductions and "context" books have appeared in a rush.

The Penguin volume is, in fact, a rewriting, under the same general editor, of a 1954 guide. Most, but not quite all, of the chapters are new, indeed in one case a chapter is followed by a few pages headed "Postscript: Changing Perspectives" in which someone else is required to bring matters up to date. Although the old guide was perhaps directed to a more general audience, and was certainly more influenced by *Scrutiny*, some of the key phrases of its introduction remain: once again, this is to be "a contour map of the literary scene". The new format also remains similar to the old: a survey, followed by "the social context"; then a more detailed treatment of selected authors or forms, and finally a bibliography.

The chapters on the social context and the visual world of the Middle Ages are well done, as one would expect from Derek Brewer and Derek Pearsall respectively, but one wonders whether it is really useful for a beginner to be given so much background information. One of the contributors in fact speaks of "insert bodies of information as a substitute for the challenging business of actually reading the poetry" and the most useful chapters are, most probably those like Jill Mann's which takes the reader gently through *The Franklin's Tale*, demonstrating both what is conventional and what else makes Chaucer's poem individual and exciting, or John Burrow's, which gradually reveals the layers of subtlety in *Sir Guyon and the Green Knight*.

For the rest, the effect is of *chiaroscuro*, even patchwork. The chapter on dream poems follows, not precedes, that on *Pearl*, and a mistaken devotion to chronology results in Dunbar, Henryson and Malory separating the miracle plays from the moralities (midst worse by the fact that these last two chapters are written by the same author). The fifteenth century is not, on the whole, well treated and might simply seem as it used to - incredibly dull, a mere breathing-space between Chaucer and Shakespeare. Elsewhere the allocation of space seems eccentric. Ian Bishop writes entertainingly about Chaucer's two longest poems, *Troilus and Criseyde* and *The Knight's Tale*, but in only 13 pages; Richard Axton, seeing the impossibility of covering all the mystery plays in the same number, boldly concentrates on the various Noah plays. Thorlac Turville-Petre's anthology is one of the successes of the book. He excludes Chaucer, *Gawain* and *Sir Ivo* because these are widely available elsewhere; but includes the whole of *Pearl* (with a prose translation rather than a welter of glosses), *Winner and Waster*, the York Crucifixion and a short selection of the Harley and Sloane lyrics. I thought the bibliography overlong

for a book of this kind, but the concluding section, "Authors and Works" is helpful.

John Burrow's introductory *Medieval Writers and Their Works* ("neither a history nor a survey") is far more successful, principally because he recognizes that the late twentieth-century reader, besides his shortcomings (the result of an educational system obsessed with "relevance") will have some advantages too, notably a facility in practical criticism, an interest in literary forms (albeit principally the novel and the drama) and an ability, indeed a predisposition, to discover irony and complexity. So he begins from the literature of the period differs from what came before and what followed. Does Malory write chronicles or fiction? How fictive is *Pearl*? Was eloquence confined to literature? How useful is categorization by genre (so long as we use medieval genres)?

Especially good is the chapter "Modes of Meaning" which concentrates on two forms unfamiliar, and perhaps initially unengaging, to modern readers, allegory and "exemplification" (in which general truths are derived from particular instances, real or fictional). The first of these considers both personifications and other "labelled" allegories derived from Nature and the Bible, and culminates in a beautifully lucid exposition of *Piers Plowman*. The second recognizes that such moral instruction, by flattening its characters, may seem initially unattractive, but Burrow demonstrates that it is by no means invariably naive. He is not afraid to return to a point made earlier or to quote the same passage over again but in a different context. We would expect the author of *Ricardian Poetry* to convey the true flavour of the period, but this new book benefits greatly from its single informing hand.

The Penguin promises us a contour map but provides a box of crayons. *Medieval Writers* draws the outlines and shows the reader which crayons will produce the most intelligible map.

**S. S. Hussey**  
S. S. Hussey is professor of medieval literature at the University of Lancaster.

## Complete gentlemen?

The Gentleman in Trollope: individuality and moral conduct by Shirley Robin Letwin Macmillan, £15.00 ISBN 0 333 31209 0

The concept of the gentleman has fallen on hard times. From the Renaissance until the end of the last century most middle-class Englishmen would have agreed with Burke when he traced "our manners, our civilization, and all the good things which are connected with manners, and with civilization" to their source in "the spirit of a gentleman, and the spirit of religion".

Today we are more likely to take the view propounded by Harold Lasswell in his famous essay on "The Danger of Being a Gentleman", and since developed by many others, that the gentleman is an anachronism, a supposed snobbery and aristocracy have left a bitter legacy of industrial inefficiency, bad labour relations and class division. The decline in the gentleman's prestige has been indeed dramatic. From the cynosure of English culture in his Victorian heyday, he has dwindled to a menace and now to a figure of fun, if one can judge from the *Country Life* caricature - all tweets and inhibitions - so successfully marketed recently in Douglas Sutherland's little book on *The English Gentleman, The Englishman's Wife*, etc.

It is the great merit of Shirley Robin Letwin's spirited and original study, *The Gentleman in Trollope: Individuality and Moral Conduct*, that she is prepared to challenge this modern view of the gentleman, and to challenge it moreover, not as such previous apologists as Evelyn Waugh and

Simon Raven have done, by trying to wring the last drop of pathos from the death-throes of a doomed species, but by arguing that the character of a gentleman represents a particularly effective - and peculiarly English - solution to the perennial problem of living with integrity in society. Dr Letwin writes as a moral philosopher, which means that she is not primarily concerned with tracing the history of the gentleman (although she does that with some skill in her opening chapter) but with identifying and exploring the hidden morality he upholds, which she finds embodied in the novels of Anthony Trollope.

This turns out to be the antithesis of what she calls "the morality of the self-divided man", the attitude which slights the changeable human world in its pursuit of the eternal and unchanging, and which sees the human being trapped in a continual conflict between reason and passion, individuality and morality, the private and the public self. The gentleman, however, "subscribes to a morality in which the dichotomies that plague the self-divided man disappear". Not searching for the absolute and eternal, he can accept the fact of his own mortality and the "united human world" to which it commits him; valuing his own individuality, he enjoys and respects the individuality of others and willingly accepts the constraints of civilization which make such diversity possible. There is for him no necessary conflict between the individual and society: it is only in society that the individual can realize himself, and the gentleman is therefore concerned with the conduct which will enable him to achieve and maintain his personal integrity. The bulk of Dr Letwin's book is an attempt to define that conduct as displayed by Trollope's characters, in relation to such topics as birth and rank, manners, love, ambition and religion.

Her thesis is somewhat similar to that advanced by Paul Elmer More in *The Demon of the Absolute*, where he spoke in a fine essay of Trollope's "feeling for the vast integrity of civilization", and it enables her to bring out qualities in Trollope's work which modern critics have noted but found difficult to discuss. Her approach through character and action may seem rather old-fashioned, but then Trollope is a rather old-fashioned novelist who has proved refreshingly resistant to the rigours of thematic and symbolic analysis. Dr Letwin has something of Trollope's own patience for the intricacies of human conduct, writing well on Madame Max Goessel ("the most perfect gentleman in Trollope's novels") and excellently on the dilemmas faced by the characters in the political fiction. But there are also limitations in her approach. A concern to find consistency in Trollope's gentlemen leads her, I think, to overlook many of the ambiguities and undercurrents in his work. It is hardly an adequate account of the issues raised in *Can You Forgive Her?* to dismiss Alton Vavasor's discontent as simply the product of "romantic illusions". Roger Carbury may be a true gentleman, but he is also a dispirited bachelor who cannot be taken without qualification as Trollope's mouthpiece in *The Way We Live Now*. And what of *The Last Chronicle of Barset*, where the spectacle of Mr Crawley's grinding, undeserved poverty leads Trollope to a remarkable questioning of the gentlemanly securities of the Cathedral Close and Plumstead Episcopate?

None the less, *The Gentleman in Trollope* is a valuable contribution to the history of English manners, and a thoroughgoing and enjoyable study of a thoroughly good and conscientious, if a little over-the-top, gentlemanly ethic: all too often receives today. This being so, it is a pity that the book should be so full of errors and misprints. Roger Carbury is not a baronet, the rector of Plumstead was never "Archbishop Grantly". Alton is a Vavasor, not a Vavasour and so on; Trollope had a gentlemanly carelessness about detail, but in this respect at least there is no need for his twentieth-century admirers to follow him.

**Robin Gilman**  
Dr Gilman is lecturer in English at the University of Aberdeen.



Robert Helpmann and Heather Stannard as Shylock and Jessica in Benethall's 1948 production of *The Merchant of Venice*, taken from the Companion to Shakespeare's Plays by Robert Taithe (Muller)

## Food for second thoughts

Shakespeare's Impact on his Contemporaries by E. A. J. Honigmann Macmillan, £17.50 ISBN 0 333 26938 1

Some thirty years ago, Professor Honigmann wrote a thesis on the chronology of Shakespeare's plays, which was influenced partly by the views of Peter Alexander, to whose memory the present book is dedicated. In his first major publication, the Arden edition of *King John*, he sought to prove that the anonymous *Troublesome Raigne* was not, as generally supposed, the source of Shakespeare's play, but was rather derived from it - thereby pushing back the earliest of his plays into the 1580s. Now, after textual and critical studies from which we have all learnt, Professor Honigmann has, like Wordsworth's Happy Warrior, "wrought Upon the plan that pleased his boyish thought".

The central chapters are an effective restatement of his views on the chronology of the early plays, and the *Troilus and Cressida* is again used in evidence. There are some additional points, notably the echoes of Shakespeare in that play. Professor Honigmann is a courteous, controversialist; and although, as he confesses, his main contention comes short of absolute proof, most readers will be convinced.

The other chapters indirectly support his main thesis. He first attempts to show that most biographers have played down Shakespeare's role as a money-lender. This is important, to support his suggestion that Robert Greene's notorious attack on his rival in 1592 was caused by Shakespeare's refusal to relieve his poverty. The evidence for this is the adjacent fable in which the provident ant, instead of being commended, is described as "a little worm". This incident is relevant to the question of chronology because Greene would not have been so professionally jealous if Shakespeare had written nothing but *Henry VI*, *Add Romeo and Juliet*, *Richard III* and six other plays, and there were ample grounds for jealousy.

Professor Honigmann is right to emphasize that the epithet "sweet" (sters to Shakespeare's style, and not to his character; and that "gentle" is not used in the modern sense; sentimentalists' reacting against the sometimes indelicately caustic, it was surely right and proper for the poet to alter his will which his son-in-law got into trouble for sexual misbehaviour with Margaret Wheeler; and he should not be branded as unfriendly because he refused an invitation to a debate.

**Kenneth Muir**  
Kenneth Muir is emeritus professor of English at the University of Edinburgh.

Another chapter is on contemporary comic plays. Jonson's complex facility ("would he had thousands!") and Webster's "copious industry" are the main thesis since his development do not fit together. It would therefore be difficult to believe, Honigmann says, that Shakespeare did not know a dramatist until he read the plays then he had not realized quite what Shakespeare was.

More controversial is the notion that Jonson may be the rival poet of the Sonnets. Fuller's account of the relationship between Jonson and Shakespeare may have been a reminder of a similar comparison in *Shakespeare and his Rival*, Professor Honigmann's earlier book. He is a critic who thinks that Jonson is in tone in the Sonnets as a risky one. He reads the plays then he had not realized quite what Shakespeare was.

More controversial is the notion that Jonson may be the rival poet of the Sonnets. Fuller's account of the relationship between Jonson and Shakespeare may have been a reminder of a similar comparison in *Shakespeare and his Rival*, Professor Honigmann's earlier book. He is a critic who thinks that Jonson is in tone in the Sonnets as a risky one. He reads the plays then he had not realized quite what Shakespeare was.

More controversial is the notion that Jonson may be the rival poet of the Sonnets. Fuller's account of the relationship between Jonson and Shakespeare may have been a reminder of a similar comparison in *Shakespeare and his Rival*, Professor Honigmann's earlier book. He is a critic who thinks that Jonson is in tone in the Sonnets as a risky one. He reads the plays then he had not realized quite what Shakespeare was.

More controversial is the notion that Jonson may be the rival poet of the Sonnets. Fuller's account of the relationship between Jonson and Shakespeare may have been a reminder of a similar comparison in *Shakespeare and his Rival*, Professor Honigmann's earlier book. He is a critic who thinks that Jonson is in tone in the Sonnets as a risky one. He reads the plays then he had not realized quite what Shakespeare was.

More controversial is the notion that Jonson may be the rival poet of the Sonnets. Fuller's account of the relationship between Jonson and Shakespeare may have been a reminder of a similar comparison in *Shakespeare and his Rival*, Professor Honigmann's earlier book. He is a critic who thinks that Jonson is in tone in the Sonnets as a risky one. He reads the plays then he had not realized quite what Shakespeare was.

# BOOKS

## Strategic behaviour

Biology of Behaviour: mechanisms, functions and applications by Donald M. Broom Cambridge University Press, £20.00 and £7.95 ISBN 0 521 23316 X and 29906 3

Modern Ethology: the science of animal behaviour by S. A. Barnett Oxford University Press, £12.95 ISBN 0 19 502780 9

Quantitative Ethology: the state space approach by David McFarland and Alisdair Houston Pitman, £17.50 ISBN 0 273 08417 8

These three books reflect utterly different approaches to animal behaviour. Donald Broom and S. A. Barnett provide introductory texts, whereas David McFarland and Alisdair Houston's book is at a distinctly more advanced level and assumes that the reader has a grasp of sophisticated behavioural and mathematical concepts. Broom's animals are decision-making strategists, soberly assessing the costs and benefits of alternative courses of action. Barnett's animals are lively, fascinating creatures, often bizarre in their habits and intriguing to the investigator. McFarland and Houston's animals are timid beasts, slily peeping out at the reader from a forest of differential equations.

Broom's book is extremely thorough and very competent. Virtually all of the topics that figure prominently in contemporary behavioural biology are at the very least mentioned, and the important ones are discussed in a judicious fashion. In his first chapter the author describes some of the main themes of modern ethology, including optimality, evolutionarily stable strategies, and kin selection, before proceeding to chapters on topics such as feeding, reproductive behaviour and resource allocation. In addition there are thorough discussions of neurophysiological topics such as sensory function and the control of movement, and throughout the book the author gives an unusual and welcome prominence to applied animal behaviour, particularly with respect to farm animals and pest control.

The book will, I think, present students with only two difficulties. First, in his attempt to be comprehensive the author has had to compress his descriptions of some of the more difficult behavioural concepts and analytical techniques. In places the book takes on the appearance of an unacceptably granted the validity of a number of assumptions underlying behavioural biology in general and ethology in particular. It is taken as axiomatic, for example, that natural selection has shaped the behaviour of animals in the wild, and that it is valuable to represent animals as decision-makers.

Nobody would accuse Professor Barnett of neglecting such underlying assumptions. In a far more didactic book than Broom's, he devotes a considerable amount of space to explaining the importance of these assumptions, and to the problems of confusing ethological terminology with the words used in everyday speech. The words used are beautifully produced, with excellent diagrams and photographs, and is very well-written, with the author's enthusiasm for animals and the occasional sly witicism showing through.

Despite its title, however, it comes across as a rather old-fashioned book. Much of the terminology that is found in Broom's book, and which abounds in contemporary sub-journal, is absent, or mentioned only in passing. Cost-benefit analysis of behavioural strategies, decision-making systems, models of behaviour, resource allocation, and much else is missing, although, to be

fair, some of these subjects are touched upon without being burdened with these terms. Also, many topics such as predation, courtship and animal groupings, are dealt with by selecting examples of these phenomena from many different taxonomic groups, rather than by abstracting general principles.

The last part of the book is devoted to modern, evolutionary interpretations of social behaviour and particularly to sociobiology. The author is clearly impressed by the sociobiological fervour that has swept through the behavioural world in the past decade, and he is rightly critical of the undisciplined theorizing that has stemmed from some sociobiological quarters. His stance is welcome, for if experienced ethologists can be swept away on a tide of sociobiological speculation, so, all the more easily, can students new to ethology. It is important that students should be presented, as they are here, with basic information on the criteria that have to be applied when assessing claims for the adaptiveness of this or that behavioural trait. This is not to say that Barnett is always fair to those whom he attacks. For example, passage from Trivers's well-known paper on parent-offspring conflict without acknowledging the important main message of that paper.

These three books reflect utterly different approaches to animal behaviour. Donald Broom and S. A. Barnett provide introductory texts, whereas David McFarland and Alisdair Houston's book is at a distinctly more advanced level and assumes that the reader has a grasp of sophisticated behavioural and mathematical concepts. Broom's animals are decision-making strategists, soberly assessing the costs and benefits of alternative courses of action. Barnett's animals are lively, fascinating creatures, often bizarre in their habits and intriguing to the investigator. McFarland and Houston's animals are timid beasts, slily peeping out at the reader from a forest of differential equations.

Broom's book is extremely thorough and very competent. Virtually all of the topics that figure prominently in contemporary behavioural biology are at the very least mentioned, and the important ones are discussed in a judicious fashion. In his first chapter the author describes some of the main themes of modern ethology, including optimality, evolutionarily stable strategies, and kin selection, before proceeding to chapters on topics such as feeding, reproductive behaviour and resource allocation. In addition there are thorough discussions of neurophysiological topics such as sensory function and the control of movement, and throughout the book the author gives an unusual and welcome prominence to applied animal behaviour, particularly with respect to farm animals and pest control.

The book will, I think, present students with only two difficulties. First, in his attempt to be comprehensive the author has had to compress his descriptions of some of the more difficult behavioural concepts and analytical techniques. In places the book takes on the appearance of an unacceptably granted the validity of a number of assumptions underlying behavioural biology in general and ethology in particular. It is taken as axiomatic, for example, that natural selection has shaped the behaviour of animals in the wild, and that it is valuable to represent animals as decision-makers.

Nobody would accuse Professor Barnett of neglecting such underlying assumptions. In a far more didactic book than Broom's, he devotes a considerable amount of space to explaining the importance of these assumptions, and to the problems of confusing ethological terminology with the words used in everyday speech. The words used are beautifully produced, with excellent diagrams and photographs, and is very well-written, with the author's enthusiasm for animals and the occasional sly witicism showing through.

Despite its title, however, it comes across as a rather old-fashioned book. Much of the terminology that is found in Broom's book, and which abounds in contemporary sub-journal, is absent, or mentioned only in passing. Cost-benefit analysis of behavioural strategies, decision-making systems, models of behaviour, resource allocation, and much else is missing, although, to be

Despite its title, however, it comes across as a rather old-fashioned book. Much of the terminology that is found in Broom's book, and which abounds in contemporary sub-journal, is absent, or mentioned only in passing. Cost-benefit analysis of behavioural strategies, decision-making systems, models of behaviour, resource allocation, and much else is missing, although, to be

Despite its title, however, it comes across as a rather old-fashioned book. Much of the terminology that is found in Broom's book, and which abounds in contemporary sub-journal, is absent, or mentioned only in passing. Cost-benefit analysis of behavioural strategies, decision-making systems, models of behaviour, resource allocation, and much else is missing, although, to be

I would hesitate to recommend Barnett's book to students if it were to be the only ethological textbook that they were going to read, but I would certainly recommend it as a valuable contrast to textbooks, such as Broom's, which are more in sympathy with the language and thought of contemporary ethology.

Like Barnett, McFarland and Houston in their *Quantitative Ethology* are deeply concerned about the language that should be used to describe and analyse behaviour. Opting for the formal language of mathematics, they present us with a summary of the distinctive, not to say forbidding, work that has emanated from McFarland's group in the past 15 years or so. The authors aim to convince us that the "state-space" approach provides a powerful way of analysing such central behavioural issues as motivation, decision-making and learning. Although I have no doubt that it does, I have equally little doubt that this book will fail to convince those readers who are unfamiliar either with sophisticated behavioural or with advanced mathematical concepts.

Much of the book is concerned with setting up a suitable mathematical language with which to describe behavioural phenomena: the inner motivational state of an animal and the external stimuli to which it is exposed. The mathematician un-

familiar with biology (at whom the book is primarily aimed) will surely find some of the concepts of motivation and behavioural categorization difficult, and the biologist unfamiliar with mathematics will quickly become lost, despite the authors' provision of the occasional non-mathematical example. The authors frequently argue for the superiority of their state-space approach over alternatives, both in terms of predictive power and conceptual coherence, but they take relatively little trouble to demonstrate this superiority. As a result, one often gets the impression that the mathematics has become an end in itself rather than a means to understanding behaviour.

I do not believe it is impossible to write about sophisticated mathematical concepts in a way that is accessible to both mathematicians and non-mathematical biologists; indeed, Broom has shown how it can be done in his own account of McFarland's work. It is a pity, however, that what is undoubtedly an important body of work in contemporary ethology will continue to remain inaccessible to a great number of biologists.

**N. R. Chalmers**  
N. R. Chalmers is senior lecturer in biology at the Open University.

## The Soviet state

The Soviet Union and its Geographical Problems by Roy E. B. Mellor Macmillan, £12.50 and £4.95 ISBN 0 333 27662 0 and 27663 9

In 1964 Professor Mellor provided us with a thorough treatment of Soviet physical, historical, demographic and economic geography in his admirable *Geography of the USSR*. As his new book attempts to do the same - and more - in about half the length, it has both the advantages and disadvantages of a shorter book. It is better as a readable general survey, but less factual and comprehensive than the most successful textbooks in English on the Soviet Union (though not necessarily the best) are wholly regional in plan; for example, Lydolph's *Geography of the USSR*, now in its third edition. In his general review of the subject, however, Mellor rejects this familiar approach in favour of a systematic arrangement by subject, each of which is the subject of a separate chapter on the natural environment and a second on historical aspects and successive chapters deal with population, settlement, agriculture, mining, industry, transport, and political geography.

In so far as it implies a main concern for the geographical difficulties under which the Soviet Union labours, the book's title may be a little misleading. Had the book been

Correction  
The title of F. B. Rowland's book reviewed in the issue of May 21, is *The Ecology of Algae*, and not as stated.

Correction  
The title of F. B. Rowland's book reviewed in the issue of May 21, is *The Ecology of Algae*, and not as stated.

# Psychiatric handbook

Mental Illness and the Law by Tony Whitehead Blackwell, £12.50 and £4.95 ISBN 0 631 12721 6 and 12615 5

The Yorkshire Ripper case brought back to public attention the fact that psychiatry and the law exist in very uneasy symbiosis, often failing to understand each other. Yet in every civilized society, there are inevitable legal implications of the way mental illness is handled, if only for a minority of patients. The man on the Clapham omnibus knows that there are people who are clearly mad and who have to have decisions made for them. Thomas Szasz, however, would say there is no such thing as madness, that medical care of the mad is their own business, and that if their actions break the law, they should be charged and convicted like anyone else.

This view is not supported by Tony Whitehead, although among British psychiatrists he has been the one most prominently associated in recent years with the legal rights lobby. "On the whole" he says "it seems more reasonable to accept that this condition... may lead to odd, irrational sometimes dangerous behaviour which makes specific legislation necessary to protect both the sufferers and the general public". If there are problems about it, he should be dealt with as a hater, rather than throwing out the baby of legislation with the bathwater.

Among its better features are the comparisons and contrasts with other countries which, as the author says, do more to bring out the character of the USSR than mere statistics. Thus, he points out that "the overall pattern of physical conditions under which the Soviet farmer has to work... are over the greater part of Soviet territory relatively hostile compared with the natural environment for farming in Western Europe or much of North America" and that "A little over a fifth of the land area of the Soviet Union is used agriculturally compared with over a half in the US".

Although the human rights of mentally ill constitute an important issue, experience has shown looking at the care of psychiatric disorder from a primarily legal standpoint does more harm than good. This makes it all the more regrettable that so much attention has been focused by a few activists on this country on points of law which affect only a relatively handful of patients. Whitehead rightly says "Before considering reforms in law, we should first think of improving the services available"; yet, he refers to "a great deal of concern about treatment of detained patients for which there is really no evidence". His section on IQ includes two major errors, including the myth (explored by Joanna Freeman in *Crafted Children*) that "extremely high intelligence does bring with it many problems".

What is difficult to understand however, is why this book appeared now, when the Mental Health Amendment Bill is half way through its parliamentary progress. Whitehead does give an account of proposals to change the 1959 Mental Health Act and of what is likely to emerge; but there have already been some surprises, and no one can say for certain how the Bill will eventually emerge. A book which actually presented the law in its latest form would have been much more useful.

**Hugh Freeman**  
Hugh Freeman is senior consultant psychiatrist at Hope Hospital, Salford, and an honorary lecturer at Universities of Manchester and Salford.

A handlist of Reference Books for Historians of Science has been compiled by S. A. Jayawardene and published by the Science Museum Library £2.50 (£3.00 by post). In addition primary and secondary sources, handlist also includes a section general reference works; taking account the requirements of both scholar and student.

A handlist of Reference Books for Historians of Science has been compiled by S. A. Jayawardene and published by the Science Museum Library £2.50 (£3.00 by post). In addition primary and secondary sources, handlist also includes a section general reference works; taking account the requirements of both scholar and student.

A handlist of Reference Books for Historians of Science has been compiled by S. A. Jayawardene and published by the Science Museum Library £2.50 (£3.00 by post). In addition primary and secondary sources, handlist also includes a section general reference works; taking account the requirements of both scholar and student.



Universities continued

BIRMINGHAM UNIVERSITY OF ELECTRICAL AND ELECTRONIC ENGINEERING

Applications invited for the post of Lecturer in the following areas: Radio-communication, Radar, Signal Processing, Digital Electronics, etc.

Salary according to qualifications and experience. Further particulars from the Association of Commonwealth Universities, London.

DUNDEE UNIVERSITY OF ECONOMICS

There is a vacancy for a Temporary Lecturer in Jurisprudence from October 1982 to September 1983.

Applications (6 copies) should be sent to the Director of the Faculty of Law, Dundee University.

EXETER UNIVERSITY OF SCHOOL OF EDUCATION

Temporary Lecturer in Educational Studies (Special Education). Applications invited for the post which will commence in September 1982.

Candidates should have a degree in Education or other relevant field. Salary will be determined by the range of £12,000 to £15,000.

HONG KONG UNIVERSITY OF PHYSIOLOGY

Applications invited for the post of Lecturer in Physiology. The appointee will be required to participate in the teaching of physiology to medical students.

Annual salary (superannuation) HK\$120,000 (US\$15,000 approx.). Closing date for applications: 24th July.

Further particulars and application forms available from the Association of Commonwealth Universities, London.

HONG KONG UNIVERSITY OF MARINE TECHNOLOGY

Applications invited for a post of Lecturer in marine technology. The appointee should have an honours degree and preferably a postgraduate qualification.

Annual salary (superannuation) HK\$120,000 (US\$15,000 approx.). Closing date for applications: 24th July.

MANCHESTER UNIVERSITY OF ECONOMICS

Postgraduate Scholarships. A scholarship is being offered to a student prepared to provide research assistance while undertaking a part-time Masters degree.

Value of award £3,000 per annum. Details from Professor D. R. Coates, Department of Agricultural Economics.

MILTON KEYNES THE OPEN UNIVERSITY

Lecturer in Materials. Applications invited for a new lecturership in Materials. Candidates should be keen to be involved in a team approach.

Further information and application forms available from the Association of Commonwealth Universities, London.

OXFORD UNIVERSITY OF DEPARTMENT OF LOCAL GOVERNMENT

Deputy Secretary. The Delegation invites applications from persons with qualifications for the post of Deputy Secretary.

Salary will be within the range of £12,000 to £15,000. Closing date for applications: 24th July.

OXFORD UNIVERSITY OF DEPARTMENT OF LOCAL GOVERNMENT

Deputy Secretary. The Delegation invites applications from persons with qualifications for the post of Deputy Secretary.

NORTH QUEENSLAND UNIVERSITY OF LECTURERS IN SOCIAL WORK

Applications invited for a position of Temporary Lecturer in Social Work. The position is available for approximately three years.

Applicants should have a degree in Social Work and be particularly interested in community practice and/or social administration.

NORTH QUEENSLAND UNIVERSITY OF LECTURERS IN FRENCH

Applications invited for a position of Lecturer in French. The appointee will be responsible for the teaching of French to students.

Applicants should have a degree in French and be able to teach at the postgraduate level.

OXFORDSHIRE UNIVERSITY OF DEPARTMENT OF LOCAL GOVERNMENT

Deputy Secretary. The Delegation invites applications from persons with qualifications for the post of Deputy Secretary.

Salary will be within the range of £12,000 to £15,000. Closing date for applications: 24th July.

OXFORDSHIRE UNIVERSITY OF DEPARTMENT OF LOCAL GOVERNMENT

Deputy Secretary. The Delegation invites applications from persons with qualifications for the post of Deputy Secretary.

NEW SOUTH WALES UNIVERSITY OF SYDNEY

Applications invited for a Chair in Law. The appointee will be responsible for the teaching of law to students.

Applicants should have a degree in Law and be particularly interested in research and teaching.

Salary: \$42,000 per annum. Further details from the Faculty of Law, Sydney University.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

THE TIMES HIGHER EDUCATION SUPPLEMENT 9.7.82

Universities continued. WOLLONGONG THE UNIVERSITY OF AUSTRALIA. Applications invited for the post of Lecturer in Mathematics.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

THE UNIVERSITY OF AUSTRALIA

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

THE UNIVERSITY OF AUSTRALIA

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

Applicants should have a degree in Mathematics and be able to teach at the postgraduate level.

THE UNIVERSITY OF AUSTRALIA

Lecturers in Mathematics. Applications invited for the post of Lecturer in Mathematics. The appointee will be responsible for the teaching of mathematics to students.

POLYTECHNICS

LEEDS POLYTECHNIC. Applications invited for the post of Lecturer in Personnel Management/Industrial Relations/Trade Union Studies.

Applicants should have a degree in Personnel Management and be able to teach at the postgraduate level.

Applicants should have a degree in Personnel Management and be able to teach at the postgraduate level.

LEEDS POLYTECHNIC

Applications invited for the post of Lecturer in Marketing Studies - Temporary One Year Post.

Applicants should have a degree in Marketing and be able to teach at the postgraduate level.

LEEDS POLYTECHNIC

Applications invited for the post of Lecturer in Business Studies - Temporary One Year Post.

Applicants should have a degree in Business Studies and be able to teach at the postgraduate level.

LEEDS POLYTECHNIC

Applications invited for the post of Lecturer in Business Studies - Temporary One Year Post.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

Applicants should have a degree in Surveying and be able to teach at the postgraduate level.

NORTH EAST LONDON POLYTECHNIC

Faculty of Science. Department of General Surveying & Construction. Applications invited for the post of Lecturer in Surveying.

Handwritten text: 'John C. 11/16'

PRESTON POLYTECHNIC. Deputy Director. Applications invited for the post of Deputy Director.

Two Senior posts in Civil Engineering. HEAD of Civil Engineering degree courses. Applications invited for the post of Head of Civil Engineering degree courses.

READER in Structural Engineering. Applications invited for the post of Reader in Structural Engineering.

SHEFFIELD CITY POLYTECHNIC. DEPARTMENT OF EDUCATION. Applications invited for the post of Lecturer in Education.

SHEFFIELD CITY POLYTECHNIC. DEPARTMENT OF APPLIED PHYSICS. Applications invited for the post of Lecturer in Applied Physics.

SHEFFIELD CITY POLYTECHNIC. DEPARTMENT OF APPLIED PHYSICS. Applications invited for the post of Lecturer in Applied Physics.

SHEFFIELD CITY POLYTECHNIC. DEPARTMENT OF EDUCATION. Applications invited for the post of Lecturer in Education.

SHEFFIELD CITY POLYTECHNIC. DEPARTMENT OF EDUCATION. Applications invited for the post of Lecturer in Education.

SHEFFIELD CITY POLYTECHNIC. DEPARTMENT OF EDUCATION. Applications invited for the post of Lecturer in Education.

SHEFFIELD CITY POLYTECHNIC. DEPARTMENT OF EDUCATION. Applications invited for the post of Lecturer in Education.

Polytechnics continued

OXFORD POLYTECHNIC DEPARTMENT OF ENGINEERING... Applications for this Temporary (one year) post are invited from honoree graduates...

PRESTON POLYTECHNIC Applications are invited for the post of SENIOR LECTURER IN LAW... Salary scale: Senior Lecturer £10,172-£19,816...

Colleges with Teacher Education

LONDON INNER LONDON EDUCATION AUTHORITY GARNETT COLLEGE... Applications are invited for the following appointments in the Faculty of Humanities and Business Studies...

Colleges of Further Education

Nene College Northampton School of Art and Design Lecturer I... Applications are invited from suitably qualified candidates for the post of Lecturer in three dimensional design and associated drawing systems...

HAMPSHIRE PORTSMOUTH COLLEGE OF FURTHER EDUCATION... Applications are invited from suitably qualified persons for a temporary 1 year appointment...

Colleges of Higher Education

Roehampton Institute... Courses offered by the Roehampton Institute of Higher Education are in continuing studies leading to University first and higher degrees... HALF-TIME LECTURESHIP IN MUSIC EDUCATION...

Athrofa Gogledd-dd Cymru The North E Wales Institute of higher education Registrar... Main duties will be concerned with all aspects of academic course provision; student registration, including computerised statistical returns, financial control of income and expenditure...

THE BRITISH SCHOOL OF OSTEOPATHY PRINCIPAL: Sir Norman Lindop, M.Sc., C.Chem., FRSC, LECTURER IN ANATOMY... The person appointed would be expected to teach Anatomy up to at least 2nd MB standard (beyond in certain branches) and play a leading tutorial and co-ordinating role...

BEDFORD COLLEGE OF HIGHER EDUCATION School of Education... Required from September 1982 for one academic year. Applicants should be able to contribute to an interdisciplinary correspondence course...

Colleges of Art DUNCAN OF JORDANSTONE COLLEGE OF ART... Applications are invited for the undermentioned full-time Lecturer A posts within the salary range £7,956/£12,561 per annum...

SCHOOL OF DESIGN (a) Interior Design... Candidates should be practising architects or interior designers preferably with some experience of teaching at honours level... (b) MA Post Graduate Degree in Design (Course Leader designate)...

EXETER COLLEGE OF ART AND DESIGN... Applications are invited for the following appointments in the Faculty of Humanities and Business Studies... SHEFFIELD THE UNIVERSITY OF SOCIOLOGICAL STUDIES... Applications are invited for the following appointments in the Faculty of Humanities and Business Studies...

Research Assistants

Applications are invited for posts as commencing Autumn 1982, to work on the following topics: Astronomy: Optical astronomical techniques, Observational research and instrument development with a multi-aperture telescope... Tribology: Tribological aspects of piston motion in internal combustion engines... Physiological/Pharmacology: Treatment of experimental gastrointestinal ulceration with the hormone octolinon... Art and Design: Towards an objective evaluation of graphic design, synaesthesia and semantic congruity as determinants of the effectiveness of graphic designs... History: Patterns of religious bigotry in Britain since 1700... Further details, quoting reference, from the Personal Officer, Preston Polytechnic...

Kingston Polytechnic School of Teacher Education and Music RESEARCH ASSISTANT... A vacancy exists for a research assistant to participate in a study of evaluation in higher education. The project is located at the Gipsy Hill Centre under the direction of Dr Pam Lomax... Salary: £5229-£5804 including London allowance. Send stamped addressed envelope for details and application forms to Academic Registry, Dept. AOE, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE.

ABBEYSWYTH COLLEGE OF WALES DEPARTMENT OF MICROBIOLOGY POSTDOCTORAL ASSISTANTSHIP... Applications are invited from microbiological postgraduates... DUNDEE UNIVERSITY OF DEPARTMENT OF GEOGRAPHY RESEARCH ASSISTANT... Graduate required to work for two years or a longer period...

HULL COLLEGE OF HIGHER EDUCATION... Applications are invited for the following appointments in the Faculty of Humanities and Business Studies... SHEFFIELD THE UNIVERSITY OF SOCIOLOGICAL STUDIES... Applications are invited for the following appointments in the Faculty of Humanities and Business Studies...

Research and Studentships continued

SHEFFIELD THE UNIVERSITY OF DEPARTMENT OF APPLIED COMPUTATIONAL MATHEMATICS AND CONTROL ENGINEERING... Applications are invited for the post of POSTDOCTORAL RESEARCH ASSISTANT... Applications are invited for the post of POSTDOCTORAL RESEARCH ASSISTANT... Applications are invited for the post of POSTDOCTORAL RESEARCH ASSISTANT...

General Vacancies... Personal... Administration... ESSEX THE COLLEGE OF PROFESSORS (Chartered Teachers' Society) invites applications for the newly created post of Administrative Officer... LONDON NATIONAL SOCIETY FOR CHILDREN TO CHILDREN PRINCIPAL TUTOR... The Society wishes to appoint a Principal Tutor for the National Society for Children to Children...

Administration

Cranfield Professor of Organisational Behaviour... The Cranfield School of Management wishes to appoint a Professor of Organisational Behaviour. The person appointed will join an existing group of ten academic staff responsible for teaching and research in organisational behaviour, industrial relations, personnel management and management development... Further information may be obtained from: The Personal Officer, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AL; telephone Bedford (0234) 750111, extension 3338.

Overseas... KING SAUD UNIVERSITY (FORMERLY UNIVERSITY OF RIYADH) SAUDI ARABIA... Applications are invited from EFL/ESL language instructors and language lab technicians (male/female) for the academic year 1982/3... SCHEDULE '1'... SCHEDULE '2' (GRADUATE TEACHERS)...

UNIVERSITY OF NATAL DEPARTMENT OF PSYCHOLOGY DURBAN (SOUTH AFRICA)

LECTURER... Applicants should hold at least a Master's degree in Psychology, and have some University teaching experience. Preference might be given to an applicant who is qualified as a Clinical Psychologist and who is registrable in the capacity with the South African Medical and Dental Council... Further details and application form contact: Alan Hodgson, Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY. Closing date: 23rd July, 1982.

Secondary Education English (6 Posts) BOTSWANA... To teach English at Secondary level (up to Cambridge Overseas School Certificate 'O' level); to contribute to the extra curricular activities of the school... Other benefits include free family passages, children's education allowances and subsidised accommodation... For full details and application form please apply quoting (AH 368 JM) stating post applied for, giving details of age, qualifications and experience to: The Appointments Officer (Education), Overseas Development Administration, Room AH351, Abercrombie House, Egleham Road, EAST KILBRIDE, Glasgow G76 8EA.

OVERSEAS DEVELOPMENT BRITAIN HELPING NATIONS TO HELP THEMSELVES... Appointment 30-36 months. Only single candidates or married candidates without children of primary school age will be considered for this particular post. Graduate salary in range £6,558-£10,808 which includes an allowance, normally tax-free, in the range £2,318-£5,250. Non-graduate salary in range £6,005-£10,252, which includes an allowance, normally tax-free of £3,228 per annum for single officers and £5,088 for married officers. Terminal gratuity of 25% of basic salary paid to both graduates and non-graduates...

CLASSIFIED ADVERTISEMENTS... To advertise in the THES phone JANE McFARLANE on 01-837 1234 ext. 7692 THE TIMES HIGHER EDUCATION SUPPLEMENT P.O. Box 7 Grays Inn Road, London, WC1X 8EZ

# Don's diary

## Sunday

Since the decline of the Roman Empire, no nation has invented a more profligate and unhealthy way of wasting time than the American Sunday Brunch. Historians speculate that it evolved as a survival tactic in face of the devastating size of the American Sunday papers, which more or less require every well-informed person to spend the entire morning in bed. By noon, eyes watering, head spinning and fingers black from newspaper, the victim can only be revived with a hefty bloody mary or champagne cocktail. A few of these, followed by a deluge of bacon, eggs, hashed brown potatoes, quiche, bagels, lox, onions, tomatoes, waffles, ice cream, pancakes, maple syrup, French toast, griddle cakes, steak and chips will guarantee a benign paralysis for the rest of the afternoon.

## Monday

In the morning, the typewriter squirts sullenly on the study desk, a half-typed page still on the roller. The hasty paragraphs make no sense at all, and I throw them away. All my American colleagues are "into" word processors, magical machines from the mysterious East which are supposed to take all the sweat out of writing. These things cost thousands of dollars, and business is booming. I anxiously watch the New York Times book reviews for news that my colleagues' financial sacrifices have been rewarded by literary fame. Meanwhile, I hark away at my old office machine.

## Tuesday

The university has generously subsidised my slender academic ambitions with a small stipend. The only condition is that I must make a teaching contribution to one of the main undergraduate courses. Thus I abandon the typewriter for the lecture hall every Tuesday to address a popular course on sex role divisions called Women and Men, which is appropriately taught by women and men. The professor in charge of the course, who has a dynamic teaching style, talks for forty minutes about the history of sexuality; the teaching assistant, a Chinese graduate student, speaks for forty minutes more on pornography and violence; I, as the only male, provide the show-closer with a digression on men's fear of women. The students, not surprisingly, are stumped. They ask philosophical questions to which we reply with Jesuitical cunning, having heard them all before.

## Wednesday

The joggers are out with the spring blossoms. Beach days loom ahead, and everyone wants to be beautiful. For three months now, Jane Fonda's book of exercises has been close to the top of the best-seller lists, and I wonder how many middle-class devotees of the Fonda system realize that the profits from the book are being channelled into a socialist movement - the Californian Campaign for Economic Democracy, headed by Fonda's husband Tom Hayden.

Jogging is a wonderful time-waster and, unlike most delaying tactics (drinking, watching TV, sorting the laundry) may actually be good for you. In America too, it is both a social and a sociological activity. Complete strangers jog alongside to tell you their life histories, kids and senior citizens greet you amiably, teenagers in large cars try to run you down. Everyone but me has a designer jogging suit and this year's fashionable shoes. I feel like a bum bee among the WASPs. Deep insights into the class structure flash through my mind as I jog along, only to dissolve under the shower.

## Thursday

In order to benefit from exercise, one must first eat too much. American culture is obsessed with food. Supermarkets resemble Byzantine palaces, refrigerators are like wardrobes. While almost everyone wants to be slim, nobody feels secure unless surrounded by ten times as much food as is necessary to keep body and soul comfortably together. Restaurants reflect this, especially in the wonderfully inflated rhetoric of their menus. Never does a piece of beef, potato, a carrot or an egg appear in its humble simplicity without a string of laudatory adjectives. As H. L. Mencken once remarked, the national dish of America is menus. But for Greeks, Italians, French, Mexicans, Germans of America, there has been no gastronomic melting pot. The Chinese, more than any other immigrant group, have clung to their native cuisine in the new world. The local Chinese food store runs cooking classes for occidental converts like myself, and the chance of an extra two hours each week away from the typewriter proved too good to resist. The class consists of eleven Long Island housewives and myself, and the teacher is an exquisite Taiwanese lady called Mrs Hwang. The other pupils are indulgent to me, but puzzled. What is a grown man doing in a cooking class in the middle of the morning?

## Friday

Shades of the economic crunch close in on the New York State university system. The legislature has cut \$23m from the education budget; it's just like being at home. A party is being held tonight at an elegant house overlooking the water, and the academics flock like starlings in the dusk. Mercifully, this is a lexorable law which says that any group of people from a single department will turn any social event into a departmental meeting, re-runs of past departmental meetings or an anticipatory analysis of future departmental meetings. For academics, the basic unit of social life is not the family, but the committee, and life is always safely distanced through bureaucracy. Tonight there are historians and critics, authors and architects, scientists and physical education instructors; the talk is of Reaganomics and the moral majority, the Falklands, Russian expansionism, disarmament, French film and, of course, food.

## Saturday

In the ceaseless quest to escape the inescapable, a conference is a god-send. While conferences may once have served as forums for the exchange of ideas, they function today mainly as career boosters. So we drive the length of Long Island, through the madness of Manhattan traffic and through industrial New Jersey. Soon we are in Philadelphia, where the conference is being held. The city has a core of elegant patrician houses surrounded by widdling droplets of gentrification. At the boundary of the gentrified areas, one passes abruptly from high consumerism into utter poverty. A few dazed inhabitants of the twilight zone can be seen wandering among the boutiques and French restaurants which were their territory only a year or two ago.

Back at the conference, hopeful graduate students and unemployed professors study the almost bare job bulletin board. We all chase the same holy grail - tenure, security, a steady salary, and perhaps a little town house on one of those gentrified streets, preferably a few blocks away from the frontier.

David Boucher

The author is lecturer in sociology at the University of Essex, on leave at the State University of New York.

Among the deeper currents stirring in American higher education at the moment is the movement towards "core" curricula. Put into recognizable English that means a base of common studies for a bachelor's degree which will be shared by all its holders, and which will be required of every student before the degree is awarded. The components of the core are usually history, literature, mathematics, science and ethics. No university worth its salt would call those subjects by such simple names, but all of them aim in the same direction. Young men and women who hold a bachelor's degree should have some understanding of their own tradition, should have some acquaintance with one of the great literatures, should have some degree of numeracy, and should be capable of some ethical reflection to make them really, if nervously, able to tell right from wrong. The debate began at Harvard, in the very bosom of the cafeteria-like spread of course offerings, tied together only by geography and a library, which is the standard fare of American undergraduates.

## Restoring the core to the curriculum



Timothy Healy

The 18th century gentlemen who wrote the basic documents upon which the American republic rests, the Declaration of Independence, the Constitution, and the Federalist Papers, shared a common classical education. They had learned as children how Aeneas' high purpose distinguished him from "the man-slaying Achilles"; had all read of a wrong war in the wrong place for the wrong reasons, which actually helped to bring down a great republic. Joined to the literature and history of Athens and Rome was an almost equally classic Christianity. Few of these men turned into scholars, and the Christianity they accepted ran all the way from structured Deism to a pervasive cartesian doubt. But the sharing was real, and brought them a common base of understanding. Both traditions, the literary and the religious, shaped their minds to a fact much needed in our myopic times, that great human enterprises, even powerful republics, can perish. All of these had in one way or another "sat at Thebes beneath the wall."

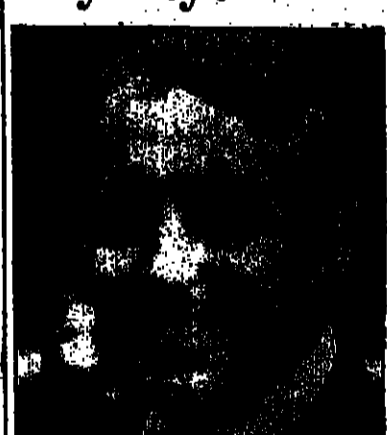
Apart from the priestly caste of scientists, America's leadership in the late 20th century has no such common ground. The classics are indeed alive and well at several American universities, but with rare exceptions they seldom rise above a top sixth form, and that only for a restricted number. The other great bond of our ancestors, Protestant Christianity, is now so diverse and sectarian, that it has ceased to unify. Nor can we turn to the other humanistic disciplines for a common bond. History probably has the strongest claim, and indeed if thoroughly learned, can provide a kind of social glue. In this country, however, there is such a heavy overload of myth and misunderstanding, and the American dream of "the West" has been so variously translated, that it is difficult for us to make history work in daily living. At the moment, we are suffering from the same kind of amnesia as what happens when John Wayne scripts

work their way into political thought. The literature we teach and study in our colleges and universities is also an inadequate substitute. What is left in the curriculum either feels comfortable and denies any relevance to the past, or denies most of our social science. The notion that the world really began in the 20th century lends much of the American academic enterprise the invasive immediacy of television, and launches our young in fragile vessels seaworthy only in shallow water. Despite Harvard's pleasure at reinventing the wheel, there are not a few American colleges that have managed to preserve some organization in the courses they offer, and some unity in the undergraduate experience. At the moment they are, of course, in a self-congratulatory mood, although all of them recognize that the stimulus Harvard has given to rethinking the curriculum is a good idea. Even where some curricular organization is present, the effort to bring the undergraduate experience into focus is woefully lacking.

For that reason, young graduates of our best colleges have in increasing numbers reached outside the undergraduate curriculum altogether. The most frequent reach is towards law school, and for increasing numbers of degree holders in the arts, social sciences, and even in the sciences, law is becoming the capstone of an education, not because it leads to a career, but because in many ways it completes the job begun in the four collegiate years. Despite this new importance of law schools, I am hopeful that in the growing movement towards unity of the curriculum there can be much good, and some defence against mob rule. At the very least such a move would be a vast advance over the one ubiquitous experience which all Americans share on a daily basis and with merciless insistence, the television commercial.

Father Healy will conclude his discussion of this subject in his next column on August 6.

## Who needs O levels anyway?



Christopher Price

Having spent the weekend in one of those private, non-attributable gatherings amidst the great and the good of the educational world, I want to ask the Higher Academics some questions about O level. Do the universities need O level? Do they want O level? Now I realize that a lot of people want O level, but very often for rather personal reasons. Dr. Boyson and Sir Keith Joseph want O level, because it accords with their political instincts by marking off a social hierarchy they believe essential for the efficient functioning of society. Many secondary school teachers like O level, partly because marking it provides their annual camping holidays in Italy and partly because, there's enormous satisfaction at looking at those results on the first day back in September. Many head teachers like O level because it provides some concrete to report to the governors once a year and an opportunity

to reflect, during their annual speech day discourse - on the ephemeral nature of examination results while proudly reading them out. The examination boards love O level because it pays their salaries and ensures that they are not chopped like the Schools Council. The question will remain whether examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the new General Certificate of Secondary Education. The distinction between the O level and CSE grades in the examination will be almost as sharp as they are today. The standards of O level are set by those of A level; those of A level by the demands of the first degree at universities and those of the first degree at universities by the demands of the great professions of Britain for a new elite to succeed them. In this game of academic piggy bank, examination reform takes place or not. The spirit of O level is set to stay within the